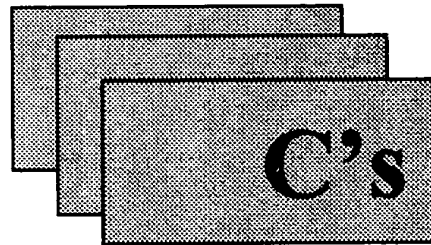
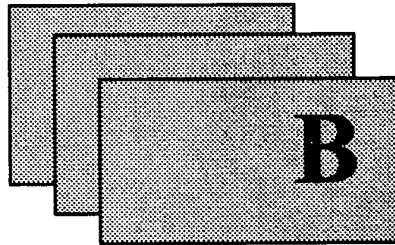
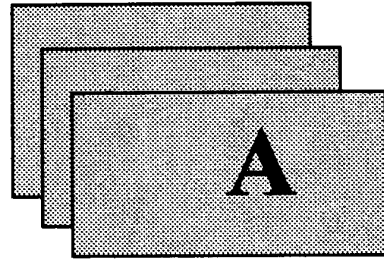


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CLASSES/PANELS



Victim Impact Classes/Panels for Offenders

Training Seminar - Teacher's Manual

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Mothers Against Drunk Driving and the California Department of Youth Authority are extremely grateful to the U.S. Department of Justice, Office for Victims of Crime, for recognizing the value of Victim Impact is working with both juvenile and adult crime offenders. This document has been significantly revised from its first draft due to the support of the funding agency.

All three sponsoring organizations are highly committed to program development and delivery in the areas of victim awareness and victim services. It is not uncommon for youth or adult offenders in the United States to serve an entire sentence without being provided the opportunity to begin to understand the impact of crime upon victims.

In addition, many corrections staff do not understand the impact of crime upon victims because their professional careers have focused on offenders. Many are hesitant to speak with victims because they fear saying or doing something that would hurt them.

We all must examine ways to include victim representatives within every community in the development of all types of offender programs.

The models for Victim Impact Panels and for series of Victim Impact Classes are intended to assist you in developing your own victim-centered curricula in a consistent manner. These programs are just beginning to be formally evaluated, so it is crucial that they be uniformly presented, based on the knowledge we have, so the validity and reliability can be measured.

The Victim Impact Panel portion of the Seminar was developed by Mothers Against Drunk Driving, first initiated in Washington and Massachusetts, and is in place in nearly 300 communities throughout





the nation. It is designed for adult offenders following their first drunk driving offense. It was never intended to cure an alcoholic, but preliminary research shows that it does change attitudes among many drunk drivers who are not yet alcoholics. How long the attitude change maintains and the degree to which it actually changes behavior is currently being studied under a three-year NIAAA grant to University of New Mexico.

The California Youth Authority program was designed for institutionalized youthful offenders to focus on victims of numerous crimes. Many believe that the younger we can reach youth, the more likely they may come to believe that they can stop offending victims and society. Since many in the California Youth Authority custody are already hardened criminals, the task is a challenge at best.

We wish to thank the victims from the community, whose invaluable assistance makes the academic portion of the curriculum come to life. Without the victims willing to share their personal stories throughout this program, we know we could make little difference.





GOALS AND OBJECTIVES

The goals of MADD's Victim Impact Panels are for adult offenders

- ◇ to begin to understand drunk driving victimization, and
- ◇ to acknowledge that their actions were not "bad luck" because they got caught but "bad decisions" that could have killed or permanently injured.

The goals of the California Youth Authority Program are for young offenders

- ◇ to explore their tendency to depersonalize victims,
- ◇ to become aware of the long-term impact of victimization, and
- ◇ to accept accountability for the crimes they have committed.

(A secondary goal is for the young people to recognize their own possible victimization as children and how that may have impacted their behavior today, not as an excuse but as a challenge to help them become non-abusive parents and positive role models as spouses/partners.)

In summary, these programs are designed so that both young and adult offenders will:

- ◇ accept responsibility for past criminal actions,
- ◇ understand the impact of crime on victims,
- ◇ develop personal safety skills with a focus on crime prevention,
- ◇ learn how to bond with positive, healthy people, and
- ◇ contribute to their communities in a way that will prevent future victimization.

Either program can be presented to the adult or juvenile offender.





MADD'S

VICTIM IMPACT PANEL

HOW-TO AND VIDEO

ARE PACKAGED SEPARATELY

IN YOUR BINDER





The Student Manual

The Student Manual is divided into eleven chapters and is in a separate binder. The pages in this Teacher's Manual correspond with the pages in the Student Manual with Training Notes at the bottom of each page.

The course begins with property crime and moves through various crimes, with homicide as the final chapter. This order was selected to begin with the least sensitive areas in order to build rapport and openness with offenders and to establish an adequate understanding before entering into more sensitive areas. Although each chapter is crime specific, e.g., sexual assault, property crime, etc., there are underlying themes that pertain to most victims, so do not hesitate to return to previous chapters from time to time to reiterate information. You may frequently return to the **Moral Reasoning** material at the end of Chapter I since the process should be used as a basis for thinking before committing any crime. Reinforcement of previously presented material is a good teaching strategy.

Each chapter in the Student Manual includes the following features:

WORDS TO KNOW

This section alerts students to vocabulary which may not be familiar to them. You may use these as a pre- and post-test from time to time, but we don't recommend using them for early chapters because an open-ended question pre-test is sure to produce failure. Self-esteem is fragile among most offenders beginning a class and attitudes will not begin to change until the students feel safe and comfortable. Some of the True/False quizzes include questions that were discussed earlier in the chapter to reinforce learning and ensure success. Remember that **success, no matter how small, is crucial in changing attitudes.**





OBJECTIVES

Each chapter begins with objectives which alert the student about class content. These objectives can also serve as an evaluation tool for instructors.

ACCOUNTABILITY

Accountability is to be stressed throughout the course. To assist instructors to accomplish this goal, accountability statements have been placed throughout. These sections can assist offenders in setting personal goals and expectations.

THINK ABOUT...



These activities provide offenders the opportunity to use their critical thinking and problem-solving skills. Some of these sections invite the student to move from thinking about a subject in an aloof manner to involving themselves personally at the feeling level. Since learning experts tell us that seeing, hearing, and writing the same material enhances learning substantially, the students are frequently asked to jot down their reactions and ideas before group discussion. **Attitudes do not change unless both thinking and feelings are involved.** Other activities are designed to help them move from angry feelings to non-violent behaviors by being able to stop and think first.

PERSONAL SAFETY

Materials are included in some chapters and in the SUPPLEMENTAL RESOURCES of others in which students are asked to explore how they can assist others who have been victimized and/or prevent victimization.





SUPPLEMENTAL RESOURCES

These additional readings and information at the end of each chapter may be added to the curriculum at your discretion based on the needs of a particular group of students. The section includes statistics (**The Violent Epidemic**) and references.

RESOURCES, EQUIPMENT AND MATERIALS

To implement this program, you will need:

- ◇ specialized training which you are receiving this week;
- ◇ a room that is comfortable and colorful (stay away from traditional desks and the institutionalized look if possible);
- ◇ VCR equipment and a monitor;
- ◇ flip charts and colorful markers, masking tape
- ◇ the videos listed in the back of this Teachers Manual (you will also find how to order them)
- ◇ guest speakers, primarily victims, to share their experiences.

METHODS

Teaching methods recommended include:

- ◇ Short Reading Assignments
- ◇ Large and Small Group Discussion
- ◇ Written Exercises
- ◇ Videos
- ◇ Case Examples





INTERACTIVE TRAINING TECHNIQUES

Or, How to Avoid the Slippery Slope into the Alligator Pit (of staring eyes, occasional blinks and mouths which open only to rip you to shreds)

Why Are You Doing This?

For starters, you are probably beginning this adventure because it's your job. Maybe you like it. Maybe you don't. Or maybe you're just getting your feet wet, trying to decide if you want to take the plunge.

It's not something you just wake up some morning and decide to do. That's why we've prepared this section. Some of the advice here came from expert trainers. However, most of it came from our own experiences after having wallowed in the alligator pit ourselves. Be patient with yourself — but do know that becoming a good trainer takes a lot of work.

Your primary goal is to change behavior. Training that doesn't result in changed behavior is wasted training.

If you were to enter an Egyptian pyramid today, you would experience an air cooling system so sophisticated that engineers still have not been able to replicate it. Designs on the walls of the passageways are painted with a blue dye. Designers still cannot replicate a blue dye that retains its color as the Egyptian dye did. The Egyptians were excellent engineers — but they did not pass on their skills to others. Training assures that valuable information is passed down to others.

Information, however, is not enough. Attitudes must also change as information is presented — and be retained — if behavior is to change. Research has shown that attitudes change only when one's thoughts **and** feelings are involved. That is why this curriculum not only offers information but aims to involve the offenders at a personal feeling level. They may not be comfortable talking about "feelings," so in the beginning you may need to use more neutral words like "responses" or "reactions."





STEPS IN PREPARING AND TEACHING THIS PROGRAM

Step 1: Identify Your Most Comfortable Presentation Style.

Very few instructors consistently use one pure presentation style. However, most tend to gravitate to preferences with which they are most comfortable. Generally, one is no more effective than the other, but trying to present in a style that is uncomfortable or somebody else's style can be disastrous. It is also crucial to thoroughly know your audience because some styles of presentations are effective only with similar audiences. According to Hendricks et.al, (1994) there are at least three basic presentation styles.

The Cool Zone Presenter: This presenter captures the audience's attention with clear-headed persuasiveness. The presentation is orderly with knowledge that is undeniably accurate. This presenter operates from a strong data base, drawing on facts and figures to lead to reasonable conclusions. The Cool Zone Presenter spends a lot of time preparing facts, figures and supportive materials. The presenter must be careful, however, not to cram too much information into the curriculum. Offenders may or may not be able to follow the logic, and they may not get emotionally involved or participate. Cool Zone presenters must be cautious about quoting so many experts and resources that they neglect their own expertise. While a few Cool Zone presenters may be useful with offenders, they will probably not change attitudes much because of their lack of emotional involvement.

The Hot Zone Presenter: This presenter is either liked or disliked, but is never ignored. Presentations are fast-paced and tend to draw out affective, emotional reactions in the audience. Pauses, the raising or lowering of the voice and body movements are dramatic. This presenter is everybody's friend and captures his audience little by little until they, too, find themselves caught up in excitement about the topic. Hot Zone presenters draw their audience in emotionally and, therefore, the audience is likely to engage in discussion easily. The primary caution to Hot Zone presenters is to be sure the information is passed on and that the presentation is not simply entertaining or so dramatic that it turns people off as "showy." Offenders who have difficulty with emotions and





have tended to shut them off in order to cope with their lifestyle may feel manipulated by this kind of presenter until they get comfortable enough with the presenter to believe that he or she is credible.

The Mid-Zone Presenter: This presenter doesn't take many risks and is more the counselor type — listening a lot but contributing little in the way of personal reaction. The information presented may be on target, but because the presentation style lacks the passion of the hot zone presenter and the persistent persuasiveness of the cool zone presenter, the presenter must be on guard of not becoming boring. Think about previous workshops or presentations you have given. You could be a Mid-Zone presenter who has moved from counselor to boring teacher and not know it. Ask yourself these questions:

- ◇ When practicing a speech, do you bore yourself?
- ◇ Do people come up to you to tell you of their experiences and ask questions during the breaks and after your presentations?
- ◇ How often do people look at their watches when you are presenting?
- ◇ Do people nod off or have blank expressions on their faces as you present?
- ◇ Do you sense a low energy level in your audiences.

If your answers alarmed you, you may need some new skills. Attend a “Training of Trainers” course, join Toastmasters, or reassess your commitment to training as a component of your career.

Good trainers know how to operate in all three zones and use one more than another based on the audience. **We must train others the way they want to be trained.** What works for a college chemistry class will clearly not work for a group of criminal offenders.

Step 2: Identify Your Audience.

A child in school soon learns that he or she is there every day to absorb knowledge and that knowledge is a good thing. That is not necessarily true of older youth or adults.

Their first question, unspoken or spoken, is “What’s in this for me?” **Adolescents and adults will**





only learn what they believe and feel they need to learn, so if attendance is mandatory and no pre-screening has been done to evaluate the needs to each student and appropriateness for attendance, you may be beginning with a motivation problem.

- ◇ If they choose to be there and want to learn, **teach them.**
- ◇ If they don't want to be there but seem willing to learn, **involve them.**
- ◇ If they don't want to be there and are bored, uninterested and have no idea why they are there, **entertain them until they begin to be a little motivated.**

The top four motivators of adults follow (Pryor, 1996). We have suggested one way to use these motivators with your group. Add your own ideas in the space and be prepared to discuss.

1. **Recognition**

- a. Give specific, individualized praise as often as you can.
- b.
- c.
- d.

2. **Being part of a winning team**

- a. In time, develop small groups and give them tasks in which to compete. Always give rewards to winners.
- b.
- c.
- d.

3. **Food**

- a. Give candy bars or other snacks to reward someone who contributes to a discussion, asks a question, or is in his or her seat at the end of a break.
- b.
- c.
- d.





4. **Money** (You probably won't be able to use this motivator very often if at all.)
 - a.
 - b.

Following are some principles of adult learning (ages 16 and above) identified by the training agency, Pryor Resources, Inc. (1996).

1. They are more interested in accuracy than speed. They won't write it down or remember it until they understand it. Go slow. "By the inch, it's a cinch. By the yard, it's hard."
2. They are more inner-directed than outwardly-controlled. They won't learn unless you motivate them to.
3. They under-estimate their ability to learn. They have bought in to the adage, "You can't teach an old dog new tricks." In this case, many of the offenders will have failed in school. Therefore, they will be anxious about anything called "class." Try to make it as **unlike** a school classroom as possible. Build in success rather than failure.
4. They rely increasingly on prior experience. You will need to identify skills they have already learned that can be put to use in understanding victimization. You may need to draw out their own victimization experiences to help them relate to how it has been for their crime victims.
5. Short-term memory declines while long-term memory improves. Devise acronyms where you can. (Such as Mothers Against Drunk Driving - MADD)
6. Vision and hearing decline. (In a group of offenders you may also have numerous students with learning disabilities or closed head injury.) Say it several ways — lecture, personal experience, story of someone else, a quote, an example — so if it is not understood the first time, it may be the second or third.





7. Their energy level is lower and their reaction speed is slower. Take breaks often. Designate an unusual time for them to be back such as 9:02 or 4.29 — it will help them remember and serves as a motivator for returning on time).
8. They are oriented toward current problems and immediate application. Don't take too much time on theory — use real life scenarios.
9. Their individual differences are more pronounced than in children. They have had longer to develop a personality style. You will have to deal with all kinds of people.
10. They must feel comfortable in order to risk making comments or asking questions. Be as affirming every time you possibly can.

Before presenting to any group, you should know the following:

◇ **What is the group's level of awareness, education, and/or expertise?**

One model for evaluating this is to determine which of the following four categories comprise your audience. Some audiences will include all four categories which makes it difficult to meet the needs of all.

1. **Unconscious Incompetence.** This has very little to do with IQ. These people simply don't know how much they don't know about victims. They are unaware — and your goal is to, little by little, develop awareness of the victim experience. They need **instruction** so teach information. Use repetition. Use examples, stories, and quotes (stats if you have a particularly analytical, cognitive audience or if you need to make a point). Give as much positive feedback as possible to avoid embarrassment. A good reaction to a not-so-good statement is "What I like about your comment is..... On the other hand,") When working with offenders, you may find most of your group at this level. They have had to repress their personal reactions to victims in order to continue victimizing. Victim speakers or panels are extremely effective with this group because they instill awareness both at the thinking and feeling level of the class.





2. **Conscious Incompetence.** This category knows how incompetent they are and are motivated to learn. They will ask a lot of questions, take a lot of notes, and will do well in small discussion groups. They need **coaching**, so teach some, guide some, and reward them when they make good comments. You can confront negative thinking with this category, but do it gently. A good coach is encouraging and gives positive, specific suggestions. Use examples from your own life experience. This category will respond to teaching, videos, case studies, written exercises, and group discussion. They are even willing to do homework.

3. **Conscious Competence.** This category has frequent “Ah-Ha!” experiences. They are getting the message and they realize they’re getting it. They are beginning to understand victimization, to remember victimizing experiences with regret, and to incorporate their learning and their personal reactions into planning for the future. They need a **facilitator** and will do very well in small group discussions and may even be willing to engage in role-plays to demonstrate their new skills. They will do even better with case scenarios than the first two levels because they have more self-confidence. Offenders in your group who are also victims are likely to begin to self-reveal when they are at this level.

4. **Unconscious Competence.** This is a difficult audience because they already know what you are going to teach. They are probably attending only because they are eager learners, always wanting to learn more, and may not realize that they know enough. In order to keep them motivated, you will need to tell many true stories and engage them in problem-solving. They will feel good about realizing how much they know after awhile, but may begin to regret participating because they are getting little or no new information. They work best with one-on-one consultants who simply help them develop options. These people serve as excellent trainers, group facilitators, and speakers.

◇ **What are the needs and expectations of the group?**

The needs of a particular group should be determined through Needs Assessment and, as a trainer, you are fortunate if your class has been screened to assure that their needs fit your training topics. In the case of offenders, basic anti-social personalities may receive little from this curriculum because they will not be able to connect with it emotionally. These people are acceptable in your group as





long as they are not disruptive, but don't expect significant change. First offenders and not yet hardened criminals will probably benefit most. In clarifying expectations, discuss each chapter's objectives carefully with your group. This is not to be taken lightly, because it helps the group feel some mastery over what to expect.

- ◇ **Will the audience include superiors (which can significantly decrease verbal participation), peers (which can significantly increase distraction), special interest groups, or a combination?**

Try not to have supervisors or other superiors in the same class. If you are responsible for training higher levels, do it separately as a consultant who is suggesting rather than teaching.

When your audience includes many peers, give them opportunity to **relate and share information only if they are at the Conscious Competence level**. Otherwise, you will need to maintain control of the group yourself. Draw them into your presentation, asking them to share their experiences, but be sure you do not invite a chaotic atmosphere by allowing too much freedom.

- ◇ **What multi-cultural issues must I be aware of in this audience?**

The racial and ethnic diversity of the United States has changed considerably in the last few decades. Recognizing and respecting individual cultural differences are important to sensitive and effective work with groups of offenders. According to Dr. Ogawa (1996):

Two eternal truths about human beings are:

- ◇ People differ from one another.
- ◇ People are similar to one another.

Therefore, it is an error to overly focus on either differences or similarities. Aggregate labeling of people can be insulting. For example, The term "Native American" encompasses 127 recognized separate nations, more than 500 tribes, and more than 180 different languages. The term "Hispanic" refers to those who speak Spanish, but there are significant differences between Hispanics from Mexico, Southern California, Southern Florida, the many cultures and dialects of Central Americans, etc.





Not everyone from Texas is a cowboy, not everyone from Boston is Irish, not everyone from Santa Fe is a New Age vegetarian!

Even though you may have many different races and cultures within your group, you are not expected to thoroughly learn about their beliefs and customs. You couldn't. However, most minorities have developed a sharp sense for detecting condescension, manipulation, and insincerity.

Respect means asking when you sense you may have said or done something offensive and, if so, apologizing (and learning). Respect means refusing to stereotype even though you may personally still be working on your prejudices. For example, sentiments among Americans regarding the migration of those seeking a better life here, mostly from Mexico and Central America, range from compassion and support to vigilante hunts and savage beatings. Not all are deserving of support and not all are deserving of vigilantism. Respect means not minimizing the cultural experiences of others, even though you may not understand them. For example, after Patrick Purdy's deadly rifle assault on school children in Stockton, CA several years ago, service providers deemed most helpful were those who depended on Buddhist monks to teach them how to relate to the Cambodian and Vietnamese families involved and participating in a ceremonial purification of the school grounds for the purpose of "releasing the children's spirits" even though they didn't understand the ritual. Respect means understanding the uniqueness of each individual. For example, when gang violence leads to homicide in inner-city Los Angeles, it isn't "just another day in South Central" for those whose child or brother or sister are killed.

- ◇ Be sure you learn to properly pronounce the names of minority offenders correctly.
- ◇ Be sensitive to those who have difficulty reading English and accommodate by reading aloud.
- ◇ Ask differing groups how they interpret eye contact and do your best to respect it as you communicate with them.
- ◇ Instead of trying to learn **about** them learn **from** them.





Step 3: Plan how to begin.

The beginning of the class should be high-energy on your part. Look for something that you have in common with the class and use it to build rapport. You might begin with a story about yourself and how you at one time inappropriately treated a victim. Point out that whether it's a misunderstanding with a family member or friend, or if it's in committing a crime, it doesn't come naturally for us to think about how it feels for the other person. Reflect on what prompted the development and offering of the class.

After distributing the Student Manuals, discuss the Table of Contents so they know what will be addressed. Invite them to give you specific questions they would like to have answered now or later (Don't take too much time on this, however — and **be sure** to later answer those questions). You may want to give each class member a pad of Stick-it notes and designate a sheet of flip-chart paper as the "Comment Board" where anonymous questions or comments can be placed for response.

You will get nowhere fast unless you connect with the group in the very beginning and find a way to convince them that they need to hear what you have to say. Also remember how people learn. **An audience learns from what they see, what they hear, and what they do.**

Approximately 70% of your audience will be visually-oriented; they learn best by seeing. They will benefit from outlines on which to write notes, from viewing videos, overhead transparencies and slides, and from reading. For them, seeing is believing. They like printed instructions, checklists, graphs and charts.

- ◇ A University of Wisconsin study noted a 200% improvement in scores when vocabulary was taught with visuals.
- ◇ Harvard University studies consistently show a 14% to 38% improvement in retention through use of audio-visuals.
- ◇ A study conducted by Wharton School of Business found that people were more likely to agree with your message when visuals were used.





About 20% of your audience will be auditorially-oriented; they learn best by hearing lectures, listening to audio-cassettes, and receiving information presented with music. They prefer oral instructions and do well in discussion groups. They may choose not to take notes.

Only 5% to 10% of the audience will be primarily kinesthetic. They learn best by touch and actually performing a task. They would rather follow someone around who is doing the job and practice on their own than to attend a class or workshop. Trial and error is effective for these learners, but the trainer must have patience with the errors and allow enough trials for thorough learning. They are good at role-play when they have reached the “Conscious Competence” stage.

Obviously, your training will be most effective if you involve all three methods of learning. **Tell them, show them, and let them practice.**

Be very clear about the goals of the training and objectives you will use to accomplish the goal. These should be presented after warming up and engaging the audience. Objectives may be printed on handouts, overhead transparencies or slides, and on the evaluation form. Allow for questions or discussion about the goals and objectives.

Step 4: Plan for an Adult Attention Span

The average person thinks at a rate of 800 words per minute. However, they speak at only 125-150 words per minute. That’s why people’s minds wander, especially during a lengthy presentation. Adults can only attain an attention span of **about eight minutes.**

The 8 to 11 Rule: Every 8 to 11 minutes, make some kind of shift. Move to another side of the room, stop and ask for questions or comments, ask the audience to write something down or to stop and think about something. Any type of change will draw their attention back to you and the topic.

Note the following attention span charts. Whether you are preparing for a 15 minute or a two hour





presentation, plan for your introduction to take up 10% to 15% of the time, the body of your presentation 70% of the time, and the closing 5 to 10% of the time.

The 20 Minute Rule: If your presentation will be longer than 20 minutes, change the content or topic every 20 minutes. This can be done through sub-topics or methods. Shift from lecture to discussion, show a video-tape, or have them do a written assignment.

When presenting **instructional material**, ease into the topic, capture your audience's attention at the top of the curve, and then review or summarize.

When presenting a **motivational program**, start out slowly, gradually build, and then give the audience the most important material at the end. They will leave feeling motivated and enthusiastic.

When **keynoting**, immediately grab the attention of the audience then move to a more relaxed close. This will prepare the audience for transfer to another speaker.

Any presentation that lasts more than two hours should include an energy level that has ebbs and flows. This will help the audience maintain attention. Frame your ideas every 20 minutes.





Step 5: Plan visual aids.

Since approximately 70% of your audience will be visually-oriented, it is important to provide as much visual stimulation as possible. On the other hand, remember the **aid** in "Visual Aids." They are not the training. They are only to supplement the training.

Before using any visual aid, ask these questions:

- ◇ Does it add to what I am teaching
- ◇ Does it communicate a single idea? (Use headings or titles)
- ◇ Is it relevant?
- ◇ Is it interesting?
- ◇ Is it accurate?
- ◇ Is it clear, obvious, readable, and simple? (Usually no more than five lines of seven words each)

Flip charts or Marker Boards: These are most effective when making an informal presentation to small groups of 15 or less. They promote discussion and encourage audience participation. You can use them with the lights on. If using these aids, try to use two easels, perhaps one for the goal of the training and the other for ongoing notations. Move back and forth between them and ask someone to place used sheets on the wall for reference. Use no more than two or three different colors of markers on each sheet. Before your presentation, tear strips of masking tape and put them on the easel legs so the tape is ready when you are ready to put the paper on the wall. You may be able to lightly pencil in headings, graphs, or cartoons which you can then complete with markers during presentations and impress your audience with your excellent penmanship or skilled art work. You may also want to staple every two pages together at the bottom to prevent bleed-through from the markers. Three drawbacks of flip charts are: (1) They are not always legible and readable; (2) They are difficult to transport; and (3) They are not convenient for large groups.

Overhead Transparencies: These are the most versatile visual aids and are effective with small to mid-sized groups as long as all participants can read the text. They can be prepared ahead of time and additions can be made with a grease pencil. Letters should be at least 24 point type. Use no more than 7 words per line and lines should be 1" to 2" apart. Colors make transparencies more credible and persuasive. Avoid red, green, and yellow because they are more difficult to read than





black, brown, purple, and blue. When placed on the floor, you should be able to read a transparency while standing. Store overhead transparencies in clear 3-ring, winged sheet protectors and number them to match presentation pages. Store them in a binder and keep them in order so you can locate and remove the ones you need for each presentation. If using cardboard borders for your overheads, you can write presentation notes on the borders. Overheads do give the impression of a “canned” presentation, although this seems to translate into credibility for some people. If you plan to reveal one line at a time, put a piece of white paper **under** the transparency where it will not blow or slide off. **Be sure to use a projection cover or turn the machine off between transparencies to avoid the hypnotizing effect of a blank, brightly lighted screen.**

Slides: If you use slides and have to have the lights off, don’t show them for more than 10 minutes or you will put your audience to sleep. Try to use all horizontal or vertical slides and be absolutely sure they are in proper position before beginning your presentation. Number them in pencil in the same corner to assist in leading the carousel or slide tray correctly. Keep an extra bulb and three-way adapter handy. Use black slides between sections to avoid glare. A rear-screen projector is a good investment if you plan to use slides a lot.

Videotapes: Videos are excellent tools to demonstrate how to do something and enhance the professional image of the presenter. However, if you have only the standard 31" monitor, you won’t be able to use it for a group much larger than 15. Don’t use videos that last more than 20 minutes or you will lose your audience. It is better to “pause” the video after 8 to 10 minutes to discuss a teaching point or get comment. Always preview a videotape before using to be sure it is working properly and be sure it is rewound to the beginning. Prepare a list of debriefing questions with which to engage your audience in the content of the video after it is finished.

Handouts and Workbooks: Handouts are useful in highlighting key facts of your presentation and providing information not included in the presentation. They can also include the presentation agenda, pre-and post-tests and references. They should **not** stand alone, however, or they will compete with the presenter for attention. Furthermore, if you develop a reputation for distributing





complete handouts, you will find people picking them up and going to someone else's workshop! **Structured Note-taking** is questions or incomplete outlines that require filling in by participants. An outline of your presentation with enough space between headings for notes keeps your audience on track, gives them some material already written down, but also requires them to think and write. Yale University studies have shown that we remember something 22 times as well if we write it down rather than just hearing it. Therefore, require that the most important points of your presentation be written down. You may even want to say, "This is so important that I want you to be sure you write it down:....."

If you use visuals during your presentation, glance at them, don't study them. Overheads are good because you can use a pencil, finger, or other pointer with the transparency and not have to look back at the screen. Remember that audio-visuals are to be used to reinforce, not as a crutch or something to stand on their own.

Step 6: Plan How You Will Engage the Audience.

Once you have your audience's attention, you will have to maintain it. The more involved they are, the better they will learn and the more appreciative they will be of you. This is called "Interactive Learning." Try these suggestions:

- ◇ Ask the group to imagine themselves in a situation and ask for responses of how they would react.
- ◇ Use small group discussions if some of the group are at the "Conscious Competent" level. Appoint a facilitator for each group who is capable of the task. Someone less competent can serve as scribe or reporter. If the full group is competent, select facilitator randomly, such as the person who is the youngest, oldest, has the most/least hair, etc.
- ◇ Ask someone ahead of time if they would be willing to share something with the group and then make it appear spontaneous; such as, "Bob, I know you feel that listening to victims of crime has helped you change your attitude. Would you share with the group a little bit about how you feel about committing crime now?"



- ◇ Push beyond the obvious. For example, “Susan, victim speakers are making a difference to us, but would you share with the group how you think coming here has affected the victims who have spoken to us?”
- ◇ Recognize body language. If Tony’s head shakes, say, “Tony, you’re shaking your head. Would you tell us why you disagree?” If you get resistance, acknowledge it. After listening, ask if anyone else in the group is having the same problem. (Usually, no one else does, so you are off the hook and can say, “Well, looks like you’re the only one worrying about that, so let’s talk about it after class.”)

If there is more concern in the group, say, “Good! I’m glad you brought that up.

Let’s take just a minute for those who do have this problem to jot down their concerns, I will take them up, and we will discuss that tomorrow (the concern will have diminished because it’s already been ventilated and acknowledged.)

- ◇ Ask from time to time if what you are saying makes sense. The reaction will be useful to you, but getting the audience to acknowledge that they are getting something out of the training will enhance your image (and evaluations) as well.

Step 7: Prepare Your Notes.

- ◇ You have been given a computer disk of this curriculum, so make necessary changes and additions well in advance. As you obtain new material or new statistics, add it to the disk and then print out a clean copy each time you teach the class. You may use the “cut and paste” feature to alter the presentations.
- ◇ Number your pages. If you drop them, you can easily re-arrange them.
- ◇ Use a high lighter to remind you of significant pieces of material.
- ◇ Use color-coded tabs to indicate use of a visual, breaks, or changes in teaching method.

Step 8: Set Up Your Training Room

- ◇ Arrange for tables and chairs if possible. Tables make note-taking much easier.
- ◇ Be sure your room is clean, comfortable, and that the temperature is comfortable (people retain best at 71 degrees).
- ◇ Double check all audio-visual equipment and microphones.





- ◇ Consider using pre-placed name place-cards for each class member. They can be easily made by cutting file folders about 3" from the crease and setting them up. Each person's name is printed on each side so others behind or in front of them can see their name. People may be more comfortable if they are told where to sit. This also allows for separation of people who may be likely to talk with each other during the presentation.

Step 9: Deliver a Great Presentation!

1. **Go over the objectives.** You must know what you want to accomplish with each session and your group deserves to know too. Have them review the objectives at the beginning of each chapter and ask if they want to suggest changes. If so, incorporate them if you can.
2. **Avoid using a lectern or podium.** There is nothing more boring than a speaker who never moves. If you wish to put notes on a podium, only return to it when you need to. Ask for a lavalier microphone so you won't be tied to the podium.
3. **Be yourself.** Most any audience can spot a phoney a mile away. Develop your own style and work on perfecting it. Don't try to imitate another speakers, particularly one whose style is different from yours.
4. **Maintain constant eye contact.** A good standard is never to break eye contact with your audience for more than 10 seconds. If you do, people check out.
5. **Speak lower and slower than normal.** When you slow down, it drops the pitch of your voice and gives the impression of authority and power. Speaking slower will also assist those who are trying to take notes.
6. **Watch the tone of your voice.** It's not only what you say, but how you say it. No matter how good the material is, if you speak in a demeaning, soft-spoken or preachy tone of voice, you will lose your credibility and probably your audience.





7. **Identify the cheerleaders in your audience.** You will be able to pick them out within the first few minutes because they will be smiling or nodding their heads. Focus your efforts to them. That will motivate you to give the best presentation you can without worrying about how you are “coming off.”
8. **Deliver your presentation with confidence and humility.** No one likes to listen to an arrogant speaker. No matter how knowledgeable you are, you need to make your audience comfortable with you.
9. **Follow your agenda.** Your agenda should be firm and everyone in your audience should have a copy of it. You may need to be flexible content-wise; for example, finishing a section after a break. But offer breaks when you say you will.
10. **Use tact.** Tasteless comments or jokes are bound to hurt individuals as well as your presentation. Be especially careful of any comments that tend to degrade someone because of their race, religion, sexual orientation, political persuasion, or disability. If in doubt, remain silent. Find some way to affirm every response.
11. **Be honest.** If your presentation deals with a controversial or unpopular subject, or if it is new, untested material, it may be difficult to be honest and direct. In the long run, however, if you lie, you always get caught. Don't make up material. It's fine to say you don't know if you don't. Offer, however, to try to find out and get back with the questioner.
12. **Build bridges between what they know and what you are attempting to teach.** This maintains their credibility and makes your presentation more practical. You will need to do this throughout the presentation. Link examples to something they already know how to do.
13. **Repeat new information.** Verbalize it, show it, demonstrate it. Then break into small discussion groups where it can be discussed. Create several scenarios where new information





may be incorporated.

14. **Give the reasoning behind new thinking.** Talk about motivations and deeper understanding. Use open-ended questions (questions that cannot be answered simply yes or no) to motivate your audience to discover these on their own. For example, “Tell me about a time when you wish someone who had hurt you had stopped to think first about how you would feel.”
15. **Give options as often as possible.** Options are always better-accepted than advice unless advice is specifically requested.
16. **Keep moving.** Move around the room to keep your audience’s attention. Be attentive to all sides of the room. Some speakers mark four “points” to teach from: one in front center, one in the center or middle of the room, and one to each side center. Stay in one of the two center positions at least 60% of the time. Use your arms to convey enthusiasm. Move toward your audience to keep them awake.
17. **Be a wise time-keeper.** People sense, even without looking at their watches, when it is time for a break. Remove your watch and place it where you can see it without looking on your arm (if you look at your watch, everyone else will too). If you have trouble with this, have someone signal to you when you have five minutes left. Try to take a 10-minute break every 50 minutes or a 15-20 minute break every 1 1/2 hours.
18. **Bring your presentation to a close.** The close stirs your audience to action and it is what they will remember most. It also firms up their impression of your presentation. You want





them to leave with a clear understanding of the main thing you have been trying to teach.

You may be able to use several of the following techniques in your close.

- ◇ Summarize your presentation in a few sentences.
- ◇ Remind them how the information can help them in the future.
- ◇ Recite a parable, anecdote, poem, or short story to illustrate your key point. This provides a nice contrast and appeals to a different part of the brain.
- ◇ Tell a true story that will touch your audience emotionally and, therefore, anchor your presentation in their memory.

Step 10: Distribute a Meaningful Evaluation Form

Pre-tests and post-tests are very useful for people at the “Conscious Incompetent” level because they will have been motivated to learn and hopefully will have so they will improve on their scores. Be cautious of using them with “Unconscious Incompetent” levels, though, or you will be building in failure.

A good evaluation form will be short, simple, and to the point. Ask only what you need to know to improve future presentations. Open-ended questions will get you much more honest feedback than scales. The following page is an Evaluation Form you may choose to use.







SELECTING VICTIM IMPACT SPEAKERS

For most crime victims, telling of their experiences to an audience of offenders is a healthy and healing opportunity. Ground-breaking research on a large number of drunk driving crash victims has revealed that 82% of victims who tell their stories to offenders say that speaking has aided them in their recovery. Ten percent felt they were neither harmed nor helped by the experience and 8% said they felt the experience had been hurtful to them.

The really good news is that the healing component of telling their stories was verified by pre-and post-tests. Victim Impact speakers experienced more over-all well-being than victims who did not speak, including current life happiness and internal locus of control. They were less likely to still be angry at their offenders and to experience lower levels of anxiety. They used less prescription medications than non-speakers for relaxation and sleep and reported an increased sense of purpose in their lives since beginning to speak on panels.

With that in mind, we can conclude that a number of victims (although one should not generalize the drunk driving crash victim research to other victim populations) will be benefitted by telling their stories. Caution must be exercised, however, to be sure that programs do not re-victimize. Approximately 8% (in the drunk driving study) were harmed by speaking on panels. A second concern is to select speakers who can speak from the heart, not in a blaming or accusing manner.

The study infers that speakers who are harmed by being asked to speak are those who still need an extensive denial system in order to cope. Being asked to speak, in many of these cases, burst the bubble of psychological protection from the outside rather than from the inside when the victim was ready. Put more simply, the speakers may have been encouraged to tell their stories too soon. Some became extremely emotional as they began to speak, embarrassing themselves. Others found that speaking took the lid of suppressed anger which made them uncomfortable. Speaking triggered bad dreams. Many were already taking anti-anxiety drugs to ward off hurtful symptoms. One might hypothesize that physically or emotionally recovering victims, particularly if the offender





was known — such as in many child and elderly victimization, domestic violence, and some rape cases, may need to keep their defenses in tact. They may still be blaming themselves for having allowed it to happen and this blame may be associated with guilt and shame. Therefore, we urge caution in the selection of speakers who might further victimize themselves if they feel pressured to speak.

FINDING SPEAKERS

You will probably not have too much difficulty locating family members of someone killed to speak to your group. They seem to be the most eager to do so. If you call grassroots groups like Mothers Against Drunk Driving or Parents of Murdered Children, you can trust that they are skilled at knowing when a victim/survivor is ready to speak and is effective. You may also call the Victim Assistance or Victim/Witness Department of your Prosecutor's Office. **It is not recommended that a victim speak until the case is out of the criminal justice system**, so law enforcement agencies are not a realistic option. If the victimization just occurred however they may recall a case from the past. The Prosecutor's staff may remember victims whose cases are now adjudicated who might be appropriate for your group. Most grassroots victim groups were started by a victim, and by the time they got their organization started, they may have become comfortable speaking. Your Mental Health Association may know of grassroots self-help groups in the community.

If you and your program are not well-known among victim services agencies and programs, you can demonstrate your concern for victims and meet service providers by attending National Crime Victims Rights Week (April) activities and Candlelight Vigils. Ask to join Victims Coalitions in your community. Announce your need for speakers at these meetings and the service providers will be more eager to refer speakers to you because they know and respect you. If you are in a rural area, contact the national organizations to identify your nearest victim services program.

- ◇ U.S. Department of Justice, Office for Victims of Crime (202-514-6444)
- ◇ National Organization for Victim Assistance (NOVA) (202-232-6682)
- ◇ National Victim Center (703-276-2880)
- ◇ Mothers Against Drunk Driving (1-800-GET-MADD)





- ◇ Parents of Murdered Children (513-721-5683)
- ◇ National Coalition Against Domestic Violence (202-638-6388)
- ◇ National Coalition Against Sexual Assault (717-232-7460)
- ◇ National Academy for Victim Studies (817-565-4593)

Since victims who have been physically or severely psychologically damaged may not as be as willing to speak (and their service providers will be more protective of them), indicate your concern for the well-being of victims early in the conversation. When contacting your Rape Crisis program or Battered Women's Program, ask if they have a Speaker's Bureau. Then ask if there are victims in their Speaker's Bureau who would be willing to share their story before a group of offenders. Don't be disappointed if they react negatively.

Another option is the Probation Department. Probation Officers are now obtaining Victim Impact Statements from victims for Pre-Sentencing Investigations (PSI's). They may recall victims who seemed able to talk about what happened effectively without revictimizing themselves.

As you get to know the staff and volunteers in the various victim services agencies, ask if you could submit a short piece in their newsletters about your program and your desire to utilize victim speakers. Include the benefits to the offenders and your awareness that speaking can also be a healing experience for victims when and if they are ready.

Victim speakers and their advocates may be concerned about safety issues. Tell them what the room will look like and that they will be protected at all times, both physically and emotionally — that any offender who chooses to make a rude or insensitive remark will be removed. Offer a tour of the facility and an opportunity to sit in on a class before they decide.

A final resort is to run an ad in the newspaper indicating that you are seeking victims of crime who would be willing to speak to a group of offenders in order to help them understand the victim experience. You will need to screen the victims for readiness to speak yourself.





SCREENING SPEAKERS

Dr. Mercer has developed a simple screening tool for potential victim speakers. It may be utilized as a screening tool, but even if the tool indicates that a victim would probably not be harmed by speaking, you still need to assess whether or not the victim will be an effective speaker. If you are attempting to select a rape victim as a speaker, ask him or her to come into the class to listen to another speaker first to get a feel for the kind of presentation you are looking for and to see how it feels to be in a room full of offenders. If the victim does that and still wishes to speak, ask him or her to prepare a 10 to 15 minute presentation and come in to present it to you first. This will give the victim an opportunity to practice and you an opportunity to make suggestions for the presentation. Under no condition should you criticize the victim. Be positive by pointing out everything good you can about the presentation. If you feel something should be changed, say, "I was thinking your talk might be even more powerful if you would....." It is also advisable for a victim who has not yet spoken to watch several other presentations first to assess their comfort level.

The screening tool is on the next page and Preparation Tips for Victim Speakers is on the following page. Feel free to xerox these pages.





PROSPECTIVE VICTIM SPEAKER QUESTIONNAIRE

Read the following questions and circle the answer which best describes you.

1. How frequently in the last seven (7) days did you avoid letting yourself get emotional when you thought about or were reminded of your victimization?

1	2	3	4	5	6	7
Not at all	Once or twice	Once every day or two	Once or twice daily	A few times daily	Several times daily	Much of each day

2. How angry are you at the person who committed the crime?

1. Never was angry	4. Moderately angry
2. No longer angry	5. Still very angry
3. Mildly angry	6. Permanently angry

3. How frequently in the last seven (7) days did you have bad dreams related to your victimization?

1	2	3	4	5	6	7
Not at all	Once or twice	Once every day or two	Once or twice daily	A few times daily	Several times daily	Much of each day

4. Not counting medication you take to help you sleep, on how many days out of the past thirty (30) did you take prescription or non-prescription medication to make you feel more relaxed and calm?

_____ days _____ none

5. How much discomfort have you experienced in the past week from thoughts of ending your life?

1	2	3	4	5
None at all	Little bit	Moderate amount	Quite a bit	Extreme amount

6. Taking all things together, how happy would you say you are these days?

1. Very happy	3. Not very happy
2. Pretty happy	4. Very unhappy

7. How often in the last seven (7) days were you distressed about blaming yourself for things in general?

1	2	3	4	5
Not at all	A little bit	Moderately	Quite a bit	Extremely





SCORING THE SCREENING TOOL

If more than one item is answered at the highest possible score, or if three or more questions are answered above the mid-point, talk about these issues with the victim. Gently counsel him or her to take care of themselves, and tell them you fear they may be harmed by speaking at this time, but they may be more ready at a later date. Don't make it an absolute "no", however, which could damage wavering self-esteem.

If they insist, give them the preparation tips on the next page and ask them to prepare their presentation for you or another trusted friend and see how they feel speaking about their experience in that safer setting. If they still want to speak before offenders, and have visited your group to hear another victim speaker, allow them to do so if the presentation is appropriate. Remember that it does not have to be a polished presentation to be effective. If tears start to come, let the victim regain control and then continue.

Continue to monitor high-scoring victims carefully. Be especially concerned if, on the medication scale, the answer is more than 2-3 times, especially if it is more days than not. If they need that much medication for stress, we do not want to risk adding to it.





PREPARATION TIPS FOR VICTIM SPEAKERS

DO

- ◇ Tell about the crime itself (what, when, what was taken, who was injured or killed, etc.)
- ◇ Express how the crime has affected you (your marriage and family, friends, career, and life in general). It can be effective to describe a typical day now as contrasted with a typical day before the crime was committed.
- ◇ Use visual aids if they will enhance the telling of your story. Photos of your loved one before the death, the death certificate, or autopsy report can be placed in plastic covers and passed throughout the audience. Slide presentations of photos of the victim beginning as a small child and ending with a photo having something to do with the crime are also very effective. Do not show death scene or morgue photos.
- ◇ Speak from the heart, and don't worry if you become emotional. Genuine emotion (never contrived) is a great communicator. If you need to stop for a few moments to gain your composure, simply say so.





DON'T

- ◇ Quote statistics
- ◇ Express your opinions about violent crime in general or the criminal or civil justice systems.
- ◇ Blame or accuse those in your audience.
- ◇ Express rage or anger unless you are able to follow it up by saying that underneath it are sadness and sorrow and it sometimes gets expressed as anger.

Simply tell your story ...in no more than 10 to 15 minutes. You will lose the audience's attention if you speak longer than that. Realize that it may be harder to speak than to write. Therefore, you might want to jot down a few notes in case you lose your train of thought. On the other hand, don't over-rehearse. Above all, don't read a prepared statement. After you've given the facts about the crime, talk about how you feel NOW — TODAY. Not yesterday or when it happened but now. This will keep your story relevant, fresh, and poignant. It will also prevent you from giving the same presentation over and over again.





CONSIDERATIONS FOR OFFENDERS

Before the offenders experience their first victim in this setting, try to help them understand their own anxieties, as well as the victim's. Discussion questions might include:

1. How do you feel about facing a victim in this setting?
 2. Are you worried about reactions you may feel as (s)he speaks?
 3. What do you think s(he) may be thinking about now as (s)he is driving here?
 4. What can we do to make our guest feel more comfortable?
- ◇ Listen attentively, even though we may become uncomfortable.
 - ◇ Look at the speaker as much as we can.
 - ◇ If asking questions, address the victim formally such as, "Mrs.....," Sir, or Ma'am.
 - ◇ Refrain from making any kind of rude or disparaging remark.

Assure the offenders that they will have an opportunity to debrief after the victim has left. A debriefing is an opportunity to honestly share reactions. Debriefing may be done in the large group or in smaller groups, but if using small groups, be sure you have a skilled facilitator.

Debriefing questions may include:

1. What did you think when you first saw her/him?
2. Did he/she say anything that upset you? (Fully explore answers)
3. What did you learn from this speaker that you hadn't thought of before?
4. Do you think hearing this speaker will make a difference in your future behavior? If yes, how?





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WORDS TO KNOW

property crime	perpetrator	depreciation
arceny	vandalism	credit debt
auto theft	embezzlement	deductible
forgery	burglary	shoplifting
extortion	arson	robbery

OBJECTIVES

As a result of this lesson you should be able to:

- ◇ define property crime
- ◇ explain the impact of property crime on victims
- ◇ understand the importance to the victim of holding the property offender accountable for his/her acts
- ◇ identify the impact of property crime on aged victims
- ◇ apply knowledge of insurance to property losses

Training Notes:

ditional objectives to this chapter. Ask the class if they were aware that so many different forms of property crimes exist. Introduce the **WORDS TO KNOW** and discuss the **OBJECTIVES**. Ask the class if they would like to add anything.

THINK ABOUT...



Read the following true story and answer the questions.

Joe went to visit his friend in Los Angeles and parked his car outside on the street. Three hours later when Joe and his friend were finished talking he went out to go home. He could not go home because his car had been stolen.

The man who stole Joe's car needed money and planned to use the car to make a drug deal since his own car had broken down. He felt a little bad about it, but justified his decision by hoping that the owner had insurance and could get the car replaced.

Joe was very upset when he discovered that his car was gone and went back into the house to call the police. The police took a stolen car report over the phone and told Joe they would let him know if or when his car turned up.

1. **How does Joe get home?**

Training Notes:

Pages 2 - 5 contain a true story about a stolen car. If everyone in the class can read, ask them to read the first segment silently to themselves and then jot down answers to the questions on pages 2 and 3. Discuss these before going to the next segment of the story. If some in the class cannot read, either read each segment and the questions aloud or have class members who can read take turns reading aloud. These are opinion questions with no right or wrong answer. Do your best to affirm something about every answer to begin to build self confidence.

2. **How does Joe get to work the next morning? the next?**

3. **How does Joe go to the store?**

4. **Do you think Joe will get his car back soon? Why?**

Two weeks later, Joe gets a call from the police telling him that they have good news: the police in Seattle, Washington have located his car and it has been placed in storage. The bad news is that the car is not quite what it used to be. In fact, it is not anything like it used to be. It has been stripped and cannot be driven. The police tell him that he can call Big Mac's Towing and Garage in Seattle to find out how much money he owes for towing and storage. Joe calls Big Mac and finds out that in order to get his car out of storage he must go to Seattle and pay Big Mac a total of \$365 for towing and storage. Joe's insurance will reimburse him \$65 for towing but none for storage. To top it all, Joe got fired today because he could not find a ride to work for the fourth time, and he is broke. Joe also learns that the car will take about \$900 worth of work before he will be able to drive it again. The deductible on Joe's insurance is \$500.

Training Notes:



1. **What do you think Joe should do now?**

2. **Do you think that someone might lend Joe the money?**

3. **Should Joe just forget about his car and let Big Mac keep it?**

4. **Should Joe take the bus and look for a new job closer to home?**

5. **How do you think that Joe is going to support his wife and child?**

6. **Do you feel sorry for Joe and for what happened to him? Support your answer.**

7. **Can Joe find another job without having a car?**

Training Notes:



8. If Joe and his family are eligible for welfare or unemployment, is there a waiting period before they can get any money?

9. Following is about what it will cost for Joe to get his car back:

\$ 5.00 - phone charges to Seattle
80.00 - flight to Seattle
50.00 - motel room for two days
60.00 - food for two days
65.00 - car gas for return trip
55.00 - car insurance
132.00 - car payment
\$ 447.00
+ 300.00 - for storage
+ 500.00 - deductible

Should Joe try to get the money to get his car back or let the bank take it back?

How could he get the money?

Let's assume that Joe couldn't come up with the money **honestly** to go to Seattle and get his car. He owes the bank \$3,000 for the balance on the car. Joe can't pay anything, so the bank takes the car back and sells it for \$1,265 which covers the repair and storage fees. Joe still owes \$1,735 to the bank which he doesn't have. The bank will assume the loss and Joe will be refused credit for the next 5-7 years.

Training Notes:



10. Has the fact that Joe has insurance lightened his burden?

11. What does the term "Domino Effect" mean?

12. Name some reactions Joe feels about the car theft.

TRUE/FALSE QUIZ

Place a "T" to the left of statements you believe to be primarily true and an "F" to the left of statements you believe to be primarily false.

1. _____ Property crime does not harm anyone because insurance will take care of everything.
2. _____ Property crime can cause emotional harm to its victims.
3. _____ Property crime sometimes becomes a violent crime.
4. _____ Stealing someone's welfare or social security check only harms the government.
5. _____ Stolen items are only of monetary value.
6. _____ Car theft is rarely if ever fully covered by insurance.

Training Notes:

1. FALSE. Many people do not have homeowners and/or theft insurance. Even for those who do, not all items are insured, and there are deductibles and limitations to insurance policies.
2. TRUE. The sense of security and privacy one has is violated. Victims of property crime often live in fear, never regaining the sense of security they once had.
3. TRUE. Most property offenders come to commit their crimes, unprepared for surprises. When a victim or witness does happen to appear or if something goes wrong with the offender's plan, the crime may escalate to a violent crime against a person.
4. FALSE. Many welfare and Social Security recipients, such as the elderly or disabled, survive from paycheck to paycheck and face consequences such as eviction from an apartment or the inability to buy groceries if they do not receive their checks on time.
5. FALSE. Many items that are stolen have significant "sentimental value" to the owner that cannot be replaced. Examples include wedding rings, pictures, albums, etc.
6. TRUE. If the owner has no insurance or only liability coverage, nothing will be recovered. Even in the best of circumstances, partial recovery is all one can expect.



DEFINITIONS

The word "property" generally implies ownership — something owned by one or more people. Property includes both real and personal property. Real property refers to land and buildings. Personal property includes money, goods, automobiles; in other words, personal property is items that are "movable".

Property crimes involve the illegal taking or destruction of another's property without the use or threat of force against persons. **Auto theft, larceny, burglary, and forgery** are examples of the illegal taking of property. **Vandalism and arson** are crimes in which property is damaged or destroyed. **Shoplifting** is the taking of goods from a store without payment or intent to pay.

While property crimes do not generally involve the use or threat of force toward a person, violence sometimes erupts if the **perpetrator**, the individual committing the crime, is confronted by the victim during a theft attempt. Robbery is both a property crime and a violent crime. **Robbery** is unlawfully taking or trying to take another person's property by force or by threatening force to the owner. It will be covered in a later chapter.

Stealing or taking the property of another are listed below as well as the exact language of the statutes in your state:

Auto theft (motor vehicle theft) involves the theft or attempted theft of a motor vehicle, including automobiles, trucks, buses, motorcycles, motor scooters, snowmobiles, etc. (FBI, 1994.)

Training Notes:

Using your disk, you should have already added your state statutes on Auto Theft and Burglary on this page in the Student Manual. You may need to reduce the font size to get all the language in, or you may wish to xerox directly from the statute book. If neither of these is acceptable, use an extra page, but do not number it or the remainder of the Student Manual will be out of sync with the Teachers Manual. Be sure the class understands the meaning of all the words in the statutes.



Burglary is unlawful entry of a structure to commit a felony or theft. The use of force to gain entry is not required to classify an offense as burglary (FBI, 1994.)

Embezzlement is misappropriation or misapplication of money or property entrusted to one's care, custody, or control (FBI, 1994). Embezzlement offenses range from stockbrokers taking their clients' money to the store clerk who takes money from the cash drawer.

Forgery (and counterfeiting) is making, altering, uttering, or possessing, with intent to defraud, anything false in the semblance of that which is true. Attempts are included (FBI, 1994). Check and Access Card crimes often fall under this penal code section.

Extortion is obtaining property from another with consent, induced by a wrongful use of force or fear.

Receiving Stolen Property is buying or receiving property which has been stolen or which has been obtained in any manner constituting theft or extortion.

Larceny (theft) is unlawfully taking, carrying, leading, or riding away of property from the possession of another. Examples are thefts of bicycles or automobile accessories, shoplifting, pocket-picking, or the stealing of any property or article which is not taken by force and violence or by fraud. Attempted larcenies are included (FBI, 1994).

Training Notes:

This page in the Student Manual should have the exact language of your state statutes on Embezzlement and Forgery.

This page should contain your statutory language for Extortion and Receiving Stolen Property. If your state does not have a statute on any of these crimes, go ahead and discuss the meaning of them in the event that they some day do become crimes in your state.



Acts Which Involve Destruction of Property:

Arson is any willful or malicious burning or attempt to burn, with or without intent to defraud, a dwelling house, public building, motor vehicle or aircraft, or personal property of another. (FBI, 1994).

Vandalism is the willful or malicious destruction, injury, disfigurement, or defacement of any public or private property, real or personal, without consent of the owner or persons having custody or control (FBI, 1994). The defacing of property with paint or any other liquid is often included in this offense.

Training Notes:

This page should include the exact language of your state statute on Larceny or Theft and on Arson.

This page should include the exact language of your state statute on Vandalism and any additional property crimes in your state not previously listed.

THINK ABOUT...



Read the following situations. Write the letter(s) of the crime(s) that have been committed beside each situation.

- | | | | | | |
|----|----------|----|--------------|----|---------------------------|
| a. | larceny | e. | auto theft | I. | extortion |
| b. | robbery | f. | vandalism | j. | receiving stolen property |
| c. | forgery | g. | arson | k. | not a property crime |
| d. | burglary | h. | embezzlement | l. | shoplifting |

1. _____ Several high school football players go to a rival school and spray paint "Vikings Rule" on the school gymnasium.
2. _____ Ed takes a check from his grandmother's checkbook, signs his grandmother's name, and cashes it.
3. _____ Michael sets a small fire under the fire sprinkler system in a school's janitor closet. He pulls the fire alarm on the way down the hallway.
4. _____ George uses a knife to persuade Don to give up his new tennis shoes.
5. _____ Sally borrows her neighbor's new car without asking permission.
6. _____ Dean is approached by a man who offers to sell him a brand new VCR worth \$350 for only \$75. The man has several identical VCRs.

Training Notes:

Ask the class to take the quiz on this and the following page by marking the answers to the left of each question. If small groups can work together, allow them to study together, reach group consensus, and then report to the full group. Use your own state statutes to double-check the correctness of the answers given. Have the group correct any mistakes they made as you discuss the answers.

1. f
2. c
3. g
4. b,i
5. k
6. j

7. ____ Art drives his car onto a city soccer field. The field is wet and muddy. Art spins his car around in circles digging ruts in the field.
8. ____ William sets fire to his restaurant.
9. ____ Gloria leaves her purse on the school bus. She goes to lost and found at the school office and finds that no one has turned it in.
10. ____ Susan runs errands for elderly neighbors in the housing complex where she lives. Occasionally she does not return all the change when she goes shopping for them.
11. ____ A bank employee, using her computer, transfers a small portion of customer interest payments to her account.
12. ____ Joan failed her civics exam. She felt the test was unfair. To get back at the teacher, she went into the civics classroom turned over desks, smashed a computer screen, and ripped pages out of classroom books.



Accountability

Property crime has a severe economic and emotional impact on its victims. Those who perceive material items as being easily replaced need to understand the limitations and difficulties in dealing with insurance policies and the difficulty of replacing many items.

Training Notes:

7. f
8. g
9. k
10. b
11. b
12. f



Of even more impact is the emotional effect on victims of property crime. The sense of security and privacy one has in their home or vehicle is violated, and victims of property crime seldom regain the sense of security they once had. What start out as property crimes often escalate to violent crimes against persons. Victims of property crimes also must deal with the fear and anxiety involved in anticipating future crimes or even the possibility of violence.

Put yourself in the place of a property victim and imagine how you would feel if your home or vehicle had been entered or violated and your personal property taken from you. **No one has the right to commit a property crime against another human being, regardless of the circumstances.**

Training Notes:

Read the **ACCOUNTABILITY** section aloud to the class. Discuss the bolded statement as a group.



THINK ABOUT...



Remember a time when something important to you was stolen. Perhaps it was your billfold, a jam-box, a piece of clothing or jewelry, or even a car. Name the stolen article or property you are thinking of on the line: _____

As you remember that theft, mark an "X" to the left of each reaction you had at the time or still have.

1. _____ A sense of violation that someone entered your private space.
2. _____ Fear of the burglar returning.
3. _____ Anger that someone would take something that you worked hard for or that was special to you.
4. _____ Frustration that your property can't be protected no matter what precautions you took.
5. _____ Sadness about the loss of irreplaceable items — things of sentimental value that were worth far more than just money.
6. _____ Disorientation — not being clear about what all was taken.
7. _____ Insurance frustration — that insurance did not cover the loss as you expected.
8. _____ Insecurity — wondering if you might be ripped off again.
9. _____ Suspicion about who could have done it.
10. _____ Self blame, saying to yourself, "If only I would have done this, or didn't do that."

Training Notes:

Ask the class to remember when something significant was stolen from them and to name it on the line provided. They are then to place an "X" beside each reaction they had or still have to their personal loss. The exercise is intended to make burglary victimization personal to the class.

3. The young Hispanic mother talked about the way her family was impacted by the burglary of her home. How were the boys affected by the burglary?

4. Where did the burglar enter the house?

5. Do you think that the burglar thought about how the children in the home would be affected? Explain your answer.

6. What things were stolen?

7. They replaced only one thing besides the broken window. What was it?

Training Notes:



4. **Will you leave your grandparents in the house alone for the night? Defend your answer.**

5. **Do you think your grandparents will continue to be afraid?**

6. **What do you think they will be afraid of?**

7. **Do you think your grandparents will get their things back? Why?**

Training Notes:



You and your grandparents start to make a list of the things that were stolen:

- One color TV (13 inch)
- One stereo with speakers
- Power tools
- 12 gauge shotgun
- Money from cookie jar
- Watch
- Wedding ring that belonged to your great-great grandmother
- Family photograph in a gold-tone frame

The following items were destroyed:

- Set of crystal glasses smashed
- Pictures from the photo album thrown about the house
- Dresser drawers thrown all around the bedroom
- Cookie jar smashed

You and your grandparents decide to call the police and report that the house has been broken into. It takes the police 30 minutes to get to the house. When the police arrive, your grandparents are too upset to talk to them, so they ask you the following questions. **Mark an "X" to the left of each question you will know how to answer.**

1. ____ Do you have the receipts or serial numbers for the TV, stereo, or power tools?
2. ____ How much are they worth?
3. ____ How much money was taken from the cookie jar?

Training Notes:

4. _____ How much was all the jewelry worth?

5. _____ Was the gun registered?

6. _____ How much was it worth?

The police may also make comments to your grandparents like:

“You should get better locks on your doors and windows. No wonder you were ripped off. A baby could break into your place.”

“You should have marked your property with your Social Security number or something else. How are you going to prove that it is yours if we find it?”

“You should really get a dog or an alarm system.”

“If I were you, I would move out of this neighborhood. Everyone around here gets ripped off.”

Answer the following questions and be prepared to discuss them in class.

1. How do the policeman’s comments make your grandparents feel?

Training Notes:

2. **Whose fault is it that all of these things happened?**

3. **Is anything that happened your grandparents' fault?**

4. **Do you think that your grandparents have homeowner's insurance?**

5. **Do you think that a lot of people have insurance?**

6. **Let's say the value of the things stolen from your grandparents is about \$2000.00 Will your grandparents be able to afford to buy new things?**

Training Notes:



7. Are there some things that were taken or destroyed that your grandparents cannot replace?
What are these things?

8. What things do you think your grandparents are going to miss the most? Why?

9. If your grandmother decided to ask around or offer a reward for one item, what do you think the one item would be? Why?

10. Do you think your grandparents home was broken into by someone your grandparents know?
Why?

11. What are you going to say to your grandparents to try to make them feel better?

Training Notes:

12. What do you think of the person who burglarized your grandparents' home?

THINK ABOUT...



Watch the video "The Impact of Property Crime on Victims Part 2: Residential Burglary" and then answer the following questions:

1. In the second half of the video you were introduced to three other victims of property crime. There was a young African-American woman, an elderly Caucasian man, and a middle-aged African-American man. How many times was the young African-American woman burglarized?
2. What happened in the first burglary? How did that make her feel?

Training Notes:

Discuss the difference between theft and residential burglary: the entering of one's home is an even greater personal violation than taking property from outside the home.

Show the video, "The Impact of Property Crime on Victims Part II: Residential Burglary." Ask the class to answer the questions on pages 23-26 after the video. Allow plenty of time for discussion, particularly about the "sentimental value" questions.

3. **What might happen to someone who walks in on a burglary?**

4. **What happened in the second burglary?**

5. **What happened in the third burglary?**

6. **One of the things she really worried about was her pets. Why?**

7. **What does the phrase “sense of security” mean?**

8. **How is a person’s sense of security damaged by a burglary?**

Training Notes:



9. **How was the middle-aged African-American man's life style and sense of security changed by the burglary of his house?**

10. **Many victims worry about the burglar returning. Name three specific things they might worry about.**

11. **How did his neighbors react to the burglary of his house?**

12. **How does being afraid affect the way a crime victim acts?**

When elderly people are burglarized they experience the same difficulties and fears as other victims, but they also have to deal with issues that are unique to them.

Training Notes:



13. The elderly Caucasian man lost his hobby of making video tapes of local events when he lost the expensive VCR that he used for editing those tapes. What were some of the concerns he expressed in the video?
14. Why do you think many state laws provide for enhancements or longer sentences if the victim is over 65 or handicapped?

Training Notes:



THINK ABOUT...



Read the following article.

Check Thieves Prey on Sick and Aged

By

John Saar

The endlessly ringing phones. The anxiety that puts a quiver in people's voices and shows as worry on the faces of those who come in to tell their sad stories. The "my Social Security check has been stolen" blues comes across vividly as Mary Meek describes the stress-filled first of the month scenes in the Washington area office of the Social Security Administration at 1325 K St. NW where she is a claims representative.

"People are really desperate," Mrs. Meek said. "They want to know where they can go for food. You try to calm them down, but they need the money."

The thief who steals and forges Social Security checks is a predator working society's vulnerable fringes to rob the sick and aged. For the victims who depend on the monthly checks for the essentials of life — food and shelter — the crime often precipitates a financial and emotional crisis. Yet the immense bureaucracy that administers Social Security has no machinery to replace a lost or stolen check with an emergency payment. "You feel kind of bad," said Mrs. Meek. "You see a person in need and wish you could help, but you can't."

Training Notes:

The story about Jerome and Pearl Washington and the issue of stolen government checks is long, but worth including because of the misperception that it is easy to get a government check replaced. The facilitator may wish to read the story aloud if some in the class cannot read. Or the class might read the story silently and then you could ask three people to role-play Mr. and Mrs. Washington and the Social Security worker. Role-play is risky because anxiety can sometimes cause the actors (and the class) to take it less than seriously. If you feel your group could not do role-play at this early stage of sessions, you might return to it at a later time. However, if you think your class could do it, it will be a pleasant change of pace. The class should then answer the questions on page 33.

A check that is lost in the mail can be replaced in one to two months. The victim of a check theft, however, is doubly penalized since getting a duplicate payment to them takes a long time — up to six months, according to Meek.

In September, a complaint came from Jerome Washington, a 66-year-old man whose joints are stiff with arthritis after a lifetime spent swabbing floors and whose mind, Meek recalled, was in a terrible turmoil. Washington had learned the bad news from his wife, Pearl. Their two September Social Security checks totaling \$331.41 of carefully budgeted money were gone, probably stolen.

Washington spoke in his rich Carolina drawl, “That’s all we got to depend on.” Even talking about it a month later, Washington got so mad the words tumbled out. “If I knew who got them checks, I would have done most anything.”

With a string of unanswerable rhetorical questions, he caught the measure of a crime that victimizes the old, sick and poor: “Who would steal those checks knowing we live on them — knowing we need those checks like other people who have nothing else to look forward to?”

He called the Social Security office right away: “I told them, ‘We ain’t got no other way’ and they said, ‘It will take a little time.’ There was nothing we could do but just worry.”

They worried. Mrs. Washington cried. They cut back on an already slender grocery list, paid some bills with borrowed money and fretted over the ones they couldn’t settle. It went on like that for three months.

Training Notes:



When the replacement check arrived after The Washington Post made inquiries into the case, Washington said he kissed it: "I needed some money so bad I ran down to the store and cashed it."

His wife was less grateful and more critical of Social Security's tardiness. "I didn't kiss no check," she said. "I worked hard for that in my younger days and it was their duty to pay it back. You could have died between the time you lost the check and got the money back."

The theft of Social Security and welfare checks is a common crime and the Washingtons are typical victims. Their dollars and cents loss is small when compared with more spectacular crimes, but that takes no account of the distress inflicted on law-abiding people whose hard-won serenity was shattered for weeks. "This is a much more serious crime than people realize," said Alexander MacRae, tall, solemn man who has been a Washington postal inspector for 20 years. "It causes fear, apprehension and a feeling of insecurity . . . I have done this type of work for a number of years and it would be hard to explain the degree of hardship and inconvenience that people experience."

Postal Service investigators and Social Security employees often have to intercede with landlords to why a victim is unable to pay his or her rent that month.

Through Acting Director Jim Forbus, of the Bureau of Retirement and Survivors Insurance, the Social

Training Notes:

Security Administration admits it doesn't do as much to help check theft victims as it might. A poster hanging in his spacious Baltimore office says "An act of love may tip the balance."

"The trouble is," Forbus explained, "Congress didn't legislate any acts of love when it set up the administration. We don't have a method of giving them cash right across the desk," he said. "We realize it's inadequate..."

In ordinary times, the Washingtons live happily in the frugal, bare-walled comfort of a low-cost apartment for the elderly in a densely-populated and predominantly poor Southeast neighborhood. Like everything else in their lives, they earned their Social Security income the hard way. Washington spent 20 years of night work polishing the floors of a bakery and put in four hours a day at a second janitor's job most of that time.

Pearl Washington is 69, three years older than her husband, a placid, soft-spoken woman with warm, luminous eyes. She riffles fondly through a pack of snapshots — smiling white children — and explains she spent her working life taking care of other people's children.

Menial work was their lot in life. They worked hard at it and view it now without resentment. "I don't have an education, see, but we wanted nice things like other folks," Jerome Washington said.

Training Notes:



There's not much to show for it all in a material sense — some furniture, a closet full of cast-off clothes passed on by Pearl Washington's families, a 1970 Hornet auto which her husband said he will drive until his permit expires next year. Yet passing their time with television and lethargic good-natured squabbling and some visiting with friends and relatives, the Washingtons are a picture of old-age contentment.

This comforting picture does not reveal the fragility of their life structure. The Washingtons have no savings. They rely absolutely on the monthly checks from the Treasury of the United States for the very stuff of life. The money covers the rent, buys the cheaply priced turkeys they use as a meat staple, pays doctor's bills.

They live month after month right on the edge of debt. Any delay in the arrival of the check leaves the Washingtons and tens of thousands like them flat broke and facing imminent destitution.

Nearly a year after their checks were stolen, they moved from Kenyon Street NW to their \$62-a-month National Capital Housing Authority apartment in Southeast. They arranged to be telephoned when the next two government checks arrived at the old address. In the meantime, the Housing Authority suggested they ask for help from a charity.

Training Notes:



Pearl said, "I don't want to go to the church, the Salvation Army or welfare." she said indignantly. "I never asked anybody for help. I just want what's mine."

The case is now with the Secret Service and the U.S. Postal Services' Washington division, which investigates crime committed through or against the mail. Granted the Washingtons' case was one among thousands, the investigation was scarcely a fast-moving affair. The couple have yet to hear from the Secret Service, they say, and the Postal Inspectors have been thwarted by lack of evidence. In fact, it was not until last week, six months after persons unknown stole the checks, that the inspectors received photo-copies from the Treasury.

A visitor who called on the Washingtons after eventual delivery of their replacement checks found them reluctant to open the door. They were in a state of shock and demoralization from the impact of another new crime just days before.

After letting in the visitor and then locking and double-chaining the door, Washington told how he had opened that same door on the previous Saturday to be confronted by a man, a woman, a pointed gun and an order to yield his money or have his brains blown out. He gave all he had — \$40. It was the Washington's fourth robbery.

Scared before, the Washingtons now want to leave this city. "We're not going to stay here too long. It's too dangerous," Washington said. "I'm afraid to go out of that door at night. We don't go any place."

Training Notes:

Answer the following questions and be prepared to discuss them in class.

1. What type of checks did the thieves steal?

2. Who are some of the people who receive these checks?

3. their checks List some of the problems that Mr. and Mrs. Washington had when were stolen.

4. Why do you think this crime is worse for the older victim to cope with?

5. How long did it take Mr. and Mrs. Washington to get a new check to replace their stolen one?

Training Notes:



5. What happened to the construction workers who were waiting for the trusses to be delivered?

Vandalism

1. One of the problems that Mayor Serna talked about was graffiti. Why do you think some young people vandalize their community with graffiti? How does graffiti affect a community?

Training Notes:



AUTO THEFT AND UNDERSTANDING INSURANCE

THINK ABOUT...



Watch the video "Part 3: Auto Theft" and then answer the following questions:

1. The Hispanic youth who worked at two jobs for eight months to fix up his car, said that after his car was broken into he blamed himself. Why? Was he responsible for his car being broken into?
2. Did he have insurance?
3. What kind of car was stolen from the middle aged couple?
4. How did the theft of the car affect their lives?

Training Notes:

Show the video, "Part 3: Auto Theft." Afterward, have the students answer the questions on pages 37 and 38. This section works well in small groups.

5. Did they have insurance?
6. Manual Lopez, the owner of the auto body shop said that a theft recovery takes longer to repair than a five mile-per-hour fender bender. What is the minimum amount of time required to repair a typical theft recovery?
7. How would a victim be able to get around without his car?

Understanding Insurance

Read the following information:

When someone buys a house, the bank or mortgage company (the money lender) requires the borrower to buy insurance called home owners insurance. The insurance is designed to pay for any damage the house might receive because of fire, earthquakes, hurricanes, etc. Many insurance policies will also pay for loss of belongings in the house destroyed during one of these disasters. Some insurance policies also cover property lost due to theft, but it is expensive. Once you pay off your house, you no longer are required to

Training Notes:

Read the section on "Insurance" aloud to the class or simply teach it. Be sure everyone understands the meaning of all the language.



buy insurance. Because they need to save money, many retired people no longer carry insurance on their homes. Also, people who rent usually do not have their property protected by insurance. While a special renter's insurance is available, it is often very expensive.

If you borrow money from a bank to buy an automobile, the lender will require you to buy automobile insurance to pay for any damage that may happen to the car until you pay it off. After you pay off the car you are not required to keep your car insured; however, most states require every automobile owner to have insurance to cover damage that his or her automobile causes to another person's automobile or property.

Whenever you inform your insurance company that you have had a property loss and that you wish to claim insurance money to cover it, you "file a claim". Every time a loss is submitted by a person, that claim is recorded in a national computer network. Insurance companies protect themselves from false claims by making policy holders pay for part of the loss. This part is called a **deductible**. The typical deductible on damage to a car or house is \$500. Some more expensive policies offer a \$250 deductible.

Training Notes:



Insurance companies assign most property a “usable life.” This means the longer a person owns something the less valuable it becomes, a process called **depreciation**. If a television cost \$700 when it was purchased, and it is now 5 years old, the insurance company will only pay \$200 to replace it. Some companies offer full replacement coverage, but it is expensive.

Because electronics are so expensive, people often can only afford to buy them on credit. If someone buys a \$700 TV on credit, it could take 4 years to pay off and end up costing about \$1000 after interest charges. Buying on credit often builds up a large **credit debt**. If the TV is stolen while it is still being paid off, monthly payments are not excused. The victim still has to make each payment. Many victims are unable to buy something new until they pay off the one that was stolen. If they refuse to pay, or cannot pay what they owe, a collection company will be sent after them. Not paying on a credit bill can ruin any chances for future credit, especially if the loan is for a car or house. **Even one late payment will stay on a person’s credit record for seven years.**

Training Notes:



THINK ABOUT ...



John and Mary return from the store and discover that a window has been broken and their house has been broken into. Their stereo, VCR and TV have been stolen. They call their insurance agent who reminds them that they have a \$500 deductible, but they have a full replacement policy. Replacing the window costs \$50. The TV cost \$350 five years ago. The VCR cost \$400 three years ago. The stereo was \$250 seven years ago.

Answer the following questions:

- 1. What was the financial value of this loss?**
- 2. How much insurance money will John and Mary receive?**

William returns to his car and finds his driver's side window smashed out. His car stereo and speakers, which cost him \$580 when he bought them a year and a half ago, have been stolen. He goes to his insurance company and the agent tells him that after depreciation, his stereo is now only worth \$250 and his speakers are now only worth \$150. His insurance agent reminds him he has a \$500 deductible. He has to pay an auto body shop \$45 in labor and \$55 for the glass to fix his car window.

Training Notes:

The "Think About..." section includes three different scenarios for which the class is to answer insurance questions. Allow the class to work on these experiences together since they involve math calculations. After reporting their answers, discuss each scenario separately so if a group misunderstood something in one scenario, they may be more likely to get the following one correct.

- $50 + 350 + 400 + 250 = 1050$
- $1050 - 500(\text{deductible}) = 550$

1. How much money will William get from his insurance company?
2. What is the real cash loss value of this theft?
3. How much do you think the thief got for William's stereo when he sold it?

Mario and Christina bought a camcorder to video-tape their baby. It cost \$1000, and because it was so expensive they charged it to their credit card. They were to make monthly payments of \$40 for three years (the total cost after interest charges during those three years would

bring the final cost to \$1440). After they had owned it for two years, and had paid \$940 for it, someone pried open the trunk of their car and took it. An auto body shop tells them it will cost \$270 to fix the trunk. They call their insurance agent who tells them that their automotive policy won't cover the stolen camcorder. He reminds them that they have a \$250 deductible.

Training Notes:

1. None. \$500 deductible is more than the value of his property ($\$250 + \$150 = \$400$)
2. $\$580 + \$45 = \$55 = \680
- 3.



1. How much money will Mario and Christina get from their insurance company?
2. How much money do they still owe on the stolen camcorder?
3. How many more months do they have to pay on the stolen camcorder?
4. How much is their total financial loss from this theft?
5. Aside from the financial loss, what other ways might Mario and Christina be affected by this crime?

Training Notes:

1. $\$270$ (damages) - $\$250$ (deductible) = $\$20$
2. $\$1140$ - $\$940$ = $\$200$
3. $\$200$ divided by $\$40$ per month = 5 months
4. $\$1040$ (camcorder) - $\$20$ (from insurance) = $\$1020$
5. Loss of pictures which had significant sentimental value that can never be replaced because the film in the camcorder was also taken

GUEST SPEAKER NOTES

Training Notes:

There are additional exercises in the SUPPLEMENTAL RESOURCES section at the end of this chapter if you feel the class needs them. Close the Property Crime section with a guest speaker who is a victim of property crime. Be sure the victim addresses not only the details of what happened and his or her immediate reactions, but how the crime still causes fear, anxiety, flashbacks, etc.

It is likely that a high percentage of your group have been property victims. If so, you may want to distribute and discuss the SOURCES OF HELP section in the SUPPLEMENT RESOURCES SECTION before leaving this chapter.





SUPPLEMENTAL RESOURCES

Use the following materials either as resources for yourself as a trainer or if you wish to expand class materials.



THE VIOLENT EPIDEMIC: PROPERTY CRIME

- ◇ The 1993 larceny-theft rate was 3,032 per 100,000 U.S. inhabitants (FBI, 1994).
- ◇ An estimated 2,834 burglaries occurred in the United States during 1993 for a burglary rate of 1,009 per 100,000 residents (FBI, 1994).
- ◇ The motor vehicle theft rate for 1992 was 20.1 auto thefts per 1,000 persons (BOJS, 1994).
- ◇ The average dollar loss for motor vehicle theft in the U.S. in 1992 was \$4713 (BOJS, 1994).
- ◇ In 1992, 59% of arrests for vandalism in the U.S. involved people under 18 years of age (BOJS, 1994).
- ◇ Property crime is the most prevalent crime in the United States. Of the estimated number of arrests for U.S. Crime Index Offenses (murder, forcible rape, robbery, aggravated assault, burglary, larceny-theft, motor vehicle theft, and arson), property crime accounted for 86% in 1993 (FBI, 1994).
- ◇ Only about 1/3 of stolen property is recovered (CDOJ, 1995).
- ◇ In the U.S. in 1992, the 1,124,694 shoplifting offenses resulted in an average loss of \$106 per person (BOJS, 1994).

SOURCES OF HELP

How to Avoid Becoming a Victim of Theft

At home:

Use window locks on all bottom floor windows.

Use dead-bolts on all outside doors.

Make sure the exterior of your house is well-illuminated.

Keep lights on when you are away at night.

Inscribe all your valuables with your social security number.

If a burglar is trying to get inside, call the police. Don't fight.

In your car:

Park in well-lighted areas.

Never leave your keys in your car and always lock your car doors.

Mark your car stereo with your social security number.

Always put valuables, including portable stereos, in the trunk out of sight.

In public:

Never lay your purse or wallet on a store counter.

Carry your purse close to your body and keep it closed.

Keep your wallet in a front or side pocket.

Never accept a deal that seems too good to be true.

PERSONAL SAFETY

1. **Think about the places you often go. Write three things you could do to be safer when you go there.**
2. **Think about where you stay. Write three things you could do to be safer there.**
3. **If a family in your community was burglarized, how could you help them?**
4. **Discuss as a class things you could do to make your neighborhood safer from people trying to commit burglary, shoplifting and vandalism.**



PROPERTY CRIME

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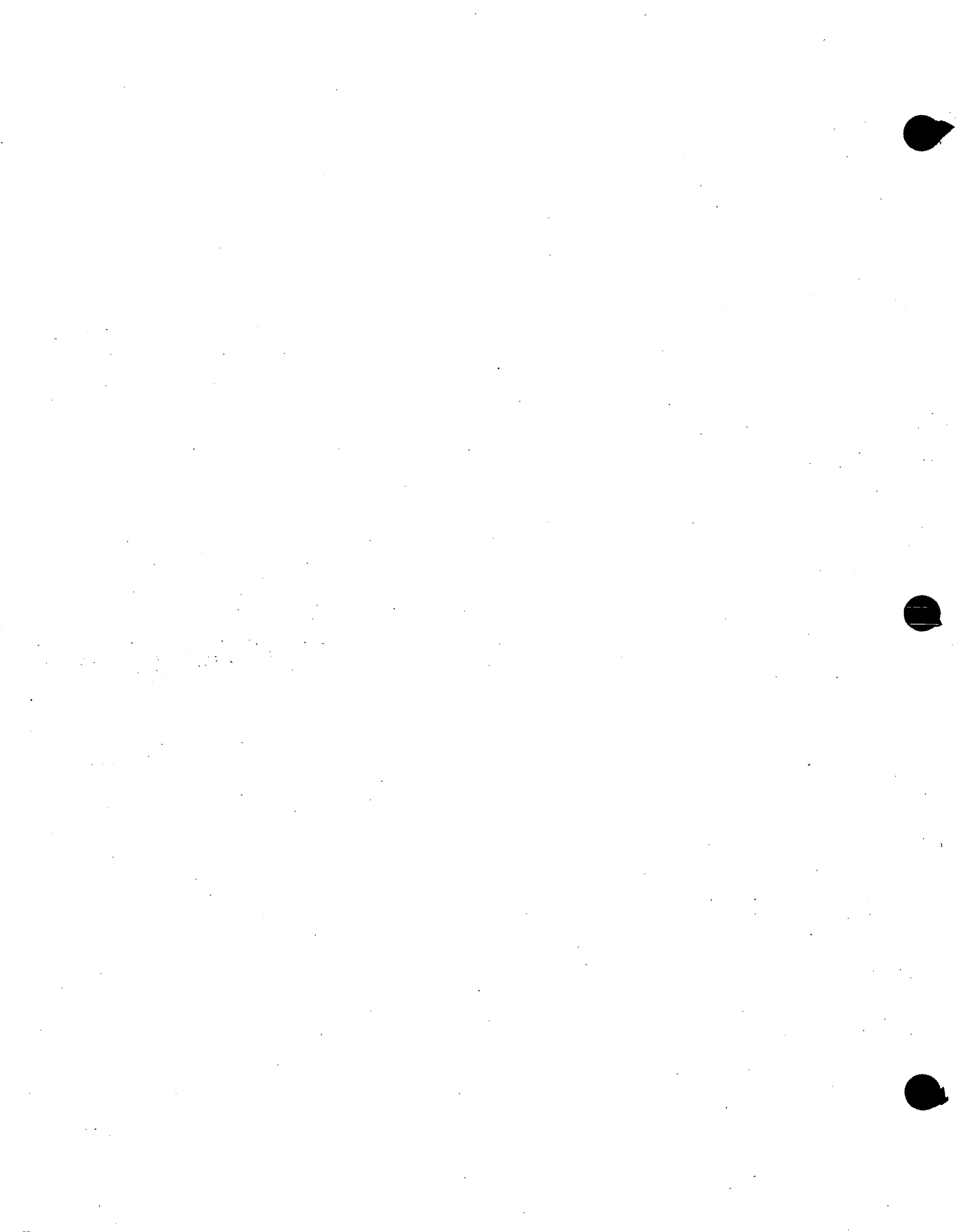
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WORDS TO KNOW

substance abuse

restitution

victim

Fetal Alcohol Syndrome (FAS)

addict

crack babies

crack cocaine

OBJECTIVES

As a result of this lesson you should be able to:

- ◇ identify victims of drug offenses

- ◇ examine various avenues making drug offenders more accountable

- ◇ discuss the societal damages and consequences of drug activities

Training Notes:

Ask if anyone in the class has heard of Fetal Alcohol Syndrome. Explain they will learn about it in this section, as well as the **WORDS TO KNOW**. Take a few moments to go over the **OBJECTIVES** and ask if anyone would like to add anything to them.







Much of today's violence is directly or indirectly related to drug trafficking and substance abuse. Obviously, drugs are directly involved in drug trafficking crimes, and related homicides and violence. However, it is not just homicide that involves drugs as an integral precursor. Other crimes of violence, and serious property crimes, are related to drugs and addictions.

Illicit drug use and related problems are taking a tremendous toll on our society. The National Drug Control Strategy cites one resource as estimating the "cost of drug use to the nation's taxpayers is nearly \$67 billion. Not the least of the problems associated with drug use is criminal victimization.

This victimization unfortunately strikes the most helpless of human beings- unborn children. The number of drug-exposed children born each year ranges from 375,000 to 739,000 newborns in the United States. Of these, nearly five percent have been exposed to cocaine, from which crack is derived. Seventeen percent of the newborns have been exposed to marijuana and seventy-three percent to alcohol, (Sautter, 1992).

Training Notes:

Discuss the far reaching ramifications of drug use, abuse and trafficking. Address how unborn children are innocent victims of drug use.

Ask the class for their reactions about raising a drug exposed newborn.





DEFINITIONS

Crack is a nearly pure form of cocaine. It is made by converting cocaine from powder to its more potent basic form with heat, water and a cutting agent. The cocaine hardens into a lump, or rock, with the texture of porcelain. Crack that is smoked delivers a burst of cocaine to the brain in less than 15 seconds, far faster than cocaine that is snorted.

Training Notes:

Using your disk, you should have already copied the exact language of your state's drug statutes. Go over the definitions carefully, being sure the class understands the meaning of all the language. In order to get all the relevant statutes included, you may need to:

- ◇ reduce the font size on your computer
- ◇ xerox the statutes and tape them to the page before you print your Student Manual
- ◇ add a page (don't number the page, however, or all the remainder of your pages will be out of sync).

After discussing the statutes, ask the class if they think a mother should be charged with child abuse if she uses an illegal drug during pregnancy?





THINK ABOUT...



Bobby strolled down the street on his way to check on his “business.” Not that he had to walk, he just bought himself a new “ride.” As he walked by a group of kids he saw his 8 year old nephew. Bobby called him over and gave him a new \$20 bill, just because he could. His nephew really looked up to Bobby and wanted to be just like him.

Bobby was glad to be out of the house and away from his old man. He was always preaching at him to go to school. He wondered how someone who made less money than he did had the right to tell him anything.

Bobby approached the back door of an apartment. He knocked three times, paused and knocked once more. A young girl about 12 opened the door a few inches, recognized Bobby, and let him in.

The room was dim, but Bobby could see several people sitting along the wall passing a pipe. A small child whimpered beside a young girl who had taken her turn on the pipe. Laying in the corner were two VCR’s and a fur coat.

Bobby felt a pull on his sleeve as he walked across the room. He looked around and a girl he knew from school rubbed up against him. She looked about six or seven months pregnant. If she thought Bobby was going to waste his time with some “geeker hoe,” she was mistaken.

Training Notes:

Read the story about Bobby aloud, or have the class take turns reading the paragraphs.



With the money Bobby was making, he could have any girl he wanted. He gave her a shove and she slumped to the floor, crying softly.

Bobby made arrangements with his boys to have some more "rocks" delivered and the money picked up. He left and continued his stroll down the street.

Jot down your responses to the following questions. Be prepared to discuss your answers.

1. Who are the victims in this scenario?

Bobby's Nephew
Bobby's Dad
Young 12-year-old girl
Pregnant girl
People inside doing drugs
Bobby and Society

2. How were they victimized?

Stress how drugs take away a persons ability to think, act and be a purposeful part of society.

3. What kind of role model is Bobby providing for his nephew, the young girls in the apartment, and the kids on the street with his nephew?

Get the class to discuss what they think is a positive role model.

4. How does Bobby feel about his father? Does he respect him? Explain your answer.

Bobby feels his father is a loser. He has no respect for his father because he makes more money than him. Ask the class if they think having a lot of money automatically should bring respect?

Training Notes:

Ask the class to jot down notes in response to the questions on this and the following page. Tell them not to worry about spelling because no one will see what they have written.

Allow time for class discussion.



5. **If the pregnant girl's baby is born addicted, does Bobby have any responsibility for that baby's addiction? Explain your response.**

Get the class to discuss the issue that drug use, abuse and trafficking affect more than the one of few people directly involved. Stress responsibility.

6. **Is Bobby a criminal? Why?**

7. **Is Bobby victimizing himself? Explain.**

8. **What does Bobby know about respect for other people or for himself?**

Very little. He's selfish and needs instant gratification.

(Adapted from Victim Awareness: A Comprehensive and Integrated Program: From the Ohio Department of Youth Services)

Training Notes:





THINK ABOUT...



Read the article, “Loving on the Edge”. Answer the questions at the end of the article.

Loving on the Edge

by

Amena Oliver

We were two months into the sixth year of our relationship, yet we were as silent as strangers as we rode to the beach. Troy (not his real name) and I loved the beach on cool summer evenings when we wanted to be romantic. A previous summer evening we had made love on the beach. Things had been good between us then, but they were different now. We had come to the beach again to work out those differences.

“Let’s go up there,” I said, pointing to an abandoned lifeguard chair. Troy led the way. Sitting up there with a broad view of the ocean was good for us. We needed to feel on top of the world rather than consumed by it. The time had come for us to pay our dues and to reap what we had enjoyed sowing.

There was so much I wanted to say to him that evening. But I couldn’t find the words to say any of it. I was tired of hurting. I was tired of his cheating on me with other women and putting “his business” before our relationship. That evening I wanted to hear him make me promises, even ones I knew he wouldn’t keep, but instead I settled for a warm caress, a gentle kiss and the words “I love you.”

Training Notes:

Ask the class to read the story about Troy. The story depicts the tragic consequences of being a drug dealer.





Troy was a drug dealer. And I was his six-months-pregnant girlfriend. We had been together for more than five years, but this year was by far the worst. Everything was falling apart, and we seemed powerless to put anything back together.

“Everything’s gonna be all right, Boo,” he told me that evening, calling me by the nickname he had given me. But nothing would ever be “all right” between us again.

I was a sassy 16-year-old when I met Troy. He was 18, the eldest child in his family and his mother’s favorite. Although he knew and communicated with his father, he made it clear on many occasions that he strongly disliked his namesake. “My father is a f—— bum,” he once told me.

I was a college-bound high-school junior, and Troy was a high-school dropout. I attended a private New York City high school, and Troy attended to the business of New York City’s streets. He was a hustler inside and out. “It’s all I know,” he once told me, “and I am good at it.” It was true. It was all he knew, and something I knew little about. And that, at my tender age of 16, intrigued me. His street wisdom made him appear more mature than the boys I went to school with. He knew how to be charming and attentive. He listened more than he spoke. Dates with him meant expensive restaurants, horseback riding and cruising in convertible Jeeps, as opposed to a movie and three or four hamburgers at White Castle.

Training Notes:



Although I was certain Troy made his money hustling, I asked him once what he did for a living. “I’m self-employed,” he told me with a sly grin, then slowly licked his tongue over his gold tooth and sucked his teeth hard, which told me that would be the end of the conversation. But he didn’t have to say anymore. I knew what being young, Black, male and “self-employed” meant in my community. He was a drug dealer, and knowing it didn’t bother me a bit.

Drug dealers had become the new craze in my Jamaica, New York, community. Brothers had always hustled, but not until the early eighties, the same time crack came on the scene, were brothers making the kind of money that young Black men like Troy were making. Brothers as young as 16—and probably some younger—were purchasing expensive cars and costly jewelry. Some I knew of had even provided their parents with money to buy homes.

Dealing drugs had become as epidemic as the use of drugs. And the way my friends and I saw it, it was better to be with brothers who made their money off drugs than to be with brothers who spend all their money using drugs. Having a man with money became the in thing. It didn’t matter how he got his—only that he had it. There were few, if any, young men in my community making the kind of money legally that drug dealers made illegally. If brothers with legitimate jobs were making the kind of money hustlers were making and had been in abundance, sisters probably would have dated them—at least I would have.

Training Notes:



Money meant enjoying the good life while you were still young and fly. It meant having it all today and not putting it off for a future that may or may not happen. Having money or being with a boyfriend who had money meant getting respect from White car salesmen eager to make a profit on a \$30,000 automobile. It meant, for a sister, going to your man for what you knew your parents could not afford to buy you. Having a man with money meant having a man with power, no matter how little power it may have really been.

Troy was new to the drug-dealing business when we met. He had always hustled something—watches, fake jewelry—but he was a new jack in the drug culture. He caught on quickly, though, and his business boomed. After our first year together, he bought his first brand-new car, a Jeep Laredo. The next year he purchased a spanking-new Acura Legend. Within the three years that followed, he also purchased a brand-new convertible Saab and a Chevy Blazer.

His was a story of a young brother's virtual rise from rags to riches. He gained not only the respect of young hustlers-to-be but also the respect and admiration of some of the old men in our community—old men, that is, who hung on street corners, drinking out of paper bags, reminiscing about their days as young hustlers. When he drove past these community elders, they gave him the thumbs up. They greeted him, "What's up, Chief?" or "Looking good, Money!" In our minds their gestures of approval helped to justify the means (drug dealing) that had resulted in the material ends.

Training Notes:





Although I knew how Troy earned his money and he knew I knew, we almost never talked about it. He never once let me see him with his hands in anything. He would go out of his way to take me home if he was beeped and needed to attend to his business promptly. On many occasions I had even protested, insisting that it wouldn't bother me, but not once did he involve me in any drug business. And in my heart I loved him for that. It made me believe that he really cared about my welfare.

I asked Troy once if what he did bothered him. He told me that it would if he allowed it to, but he didn't. He said he had learned to keep his feelings out of his business. He went on to share with me an experience that helped him understand why he had to suppress his feelings about selling drugs.

As a child he'd had a crush on a beautiful woman who lived in his apartment building. He fantasized about marrying her when he got older. "She was all that," he told me. But since he'd been hustling he saw the woman again. She had approached him, offering him a "blow job" for crack. "It f— my head up," he continued. "She looked whipped, she was stinkin' and she was jittery—a crack monster through and through. I still felt for her, though, and I refused to give her anything. Do you know she started cursing me out like a dog behind that?"

So ever since then, f— her and anybody else on that s—. I gots to concentrate on getting mine." We never talked about what he felt about what he did again. It was obvious to me that even though he said it didn't, it really did bother him—just not enough to make him stop.

Troy was killed in a drug deal without having ever seen his son. (Essence Magazine, May 1994)

Training Notes:





According to Lewis, (1994), a child affected by FAS will exhibit: prenatal and postnatal growth retardation; central nervous system dysfunction that most often turns up as mental retardation, difficulties in balance, and poor coordination; and facial abnormalities.

Elementary school aged children with FAS often are hyperactive, distracted easily, impulsive, and prone to memory difficulties. They may be affectionate and interested in those around them but lack social skills for making friends or avoiding strangers. They are concrete thinkers, exhibiting trouble with abstract concepts.

As adolescents, they have limited reasoning and judgment abilities and may act impulsively. Their inability to think abstractly haunts them into adulthood, when they may not be able to live independently.

Training Notes:

Inquire if anyone is aware of the warning labels on alcoholic beverages. If so, have they read the label? Why or why not? Try to get a debate started over the use of warning labels on alcoholic beverages. On the flip chart write the pros and cons of the argument. Discuss each point.



THINK ABOUT...



It's the first of the month and 16-year-old Lisa, a single mother, entered a crack house with her welfare check, food stamps and her four-month old daughter. Lisa planned to be there only two or three hours, so she only brought 2 bottles of milk and a couple of diapers for her daughter. When Lisa came to, she soon realized her entire welfare check and all her food stamps were spent. Her baby was crying from hunger and all the diapers had been used long ago. Desperate for money, Lisa began prostituting herself with men who were at the crackhouse. However, rather than buying food and baby needs with the money, she "smoked" it up.

Jot down your responses to the following questions. Be prepared to discuss your answers.

1. Who were the victims and how were they victimized?

Lisa
her daughter
the men in the crackhouse
society

Have the class provide the type of victimization for each victim.

2. What are the possible effects of the mother's crack use on her baby?

neglect
malnutrition
possible health risks

Training Notes:

Read the story of Lisa aloud. Ask the class to jot down their responses to the questions on this and the following page.

Allow plenty of time for discussion.



3. **Would Lisa behave differently if she knew one of the men had AIDS or a sexually transmitted disease? Explain.**

Probably not. Someone addicted to drugs cannot always make rational decisions why they are desperate for the drug.

4. **What kind of life is Lisa providing for herself and her baby? What kind of future can they expect?**

Try to get the entire class involved in this discussion.

5. **How would you feel if this was your girlfriend, wife, mother, or sister?**

6. **Is it the crack dealer's responsibility not to sell? Is he a victimizer? Who are the other victimizers?**

The men in the crackhouse.

(Adapted from Victim Awareness: A Comprehensive and Integrated Program. From the Ohio Department of Youth Services)

Training Notes:





Crack Babies

- ◇ Each year in the United States, some 100,000 babies are born who have been exposed to crack cocaine in the mother's womb (Office of the Inspector General, 1993).
- ◇ Inner-city teens facing unwanted pregnancies have been using cocaine to prompt a spontaneous abortion.

Classic symptoms of drug-damaged children: (Gregorchik, 1992)

- ◇ attention deficit disorder (difficulty concentrating and is easily distracted)
- ◇ hyperactivity (unable to sit still, be quiet, or to control movements)
- ◇ poor coordination (clumsy, unable to control crayons or scissors)
- ◇ low tolerance levels (easily frustrated by tasks and gives up quickly)
- ◇ unpredictability (mood swings, temper tantrums)
- ◇ poor memory (trouble following three-step directions)

Training Notes:

Go over the symptoms of drug-damaged children with the class.



THINK ABOUT...



Richard and Rose are 28 years old and have been married for nearly ten years. They have two small children, Shane 8, Tom 6, and one on the way. Richard was fired from a good paying job when he was caught using crack.

Since then, he lost his car and the health insurance coverage provided by his former employer. Richard thought he could help his family by selling drugs. He knew it was a risky thing to do, but the money was good and coming in fast. Unfortunately, with all the problems at home, he started to use the drugs he was selling. The more he was selling, the more he was using. Within a few months he had forgotten his family needs, and focused on his own. There was little food or supplies in the house. Rose became ill during her pregnancy and started to use some of Richard's drug to ease her pain. The children were not eating or being cared for properly. They were seen going through the trash cans for food and clothing. The other day they were caught stealing food from the school kitchen. When the school Social Worker arrived with the two boys, she found their mother lying on the floor next to the baby she just delivered. The baby didn't look good and the mother was high on drugs. Their father was no where to be found.

Jot down your responses to the following questions. Be prepared to discuss your answers.

- 1. Who are victims and how were victimized?**

Training Notes:

Richard and Rose were a typical happy family before his crack use. Ask the students to read the example and answer the questions on this and the following two pages.

Allow plenty of time for discussion.



2. What do you think will happen to Shane and Tom?

Assist with the answers if necessary. Mention the boys could stay with relatives, foster care or trusted friends.

3. What do you think will happen to the newborn baby? What effects might the mother's drug use have on the baby?

Again, bring up social services and the possibility of the baby being removed from the home and placed elsewhere.

Review with the class the effects of drug use on a newborn.

4. What other ways could Richard have found to help his family?

Getting a loan

Asking friends and family for money

Get another job

5. What could you have done if you knew of their problems?

Encourage the entire class to discuss their answers

6. How would you feel if Richard or Rose was your brother or sister? Would you turn them in if you knew about the drugs? Explain your answer.

Training Notes:





7. Is it alright to sell drugs if your family is in need? Explain.

REMEMBER: THE ONLY REAL FAILURE IS NOT TRYING.

(Adapted from Victim Awareness: A Comprehensive and Integrated Program. From the Ohio Department of Youth Services)

SURGE OF COCAINE BABIES HAS OVERWHELMING PRICE*

by

William Cooper

Every 90 seconds somewhere in the United States, a child is born whose mother has abused cocaine, federal experts say.

State and federal experts also say that the thousands of dollars spent caring for those infants at birth is a tiny share of long-term treatment costs as cocaine-damaged children grow older.

Yet if their mental and physical disorders go untreated, the nation's cocaine babies may become a crippled generation of physically damaged, emotionally unstable, welfare-dependent adults, the experts say:

Training Notes:





The cost will be astronomical.

- ◇ Florida taxpayers will pay at least \$1,000 for each cocaine-addicted infant's first year of care, researchers say.
- ◇ It will cost \$45,000 per child to provide the social services that will prepare cocaine babies for kindergarten, federal officials said at a congressional hearing in July on women, drugs and infants.
- ◇ Cocaine-damaged children will run up a bill of \$720,000 apiece in special education programs from Kindergarten through 12th grade, experts say.
- ◇ Of the 375,000 drug addicted infants born this year, 11 percent will suffer chronic mental and physical disorders causing a lifetime earnings reduction of at least \$10 billion, federal officials say.

"At this point, we're sort of trying to predict what's going to happen," said Ellen Hutchins, a public health analyst with the federal Office of Maternal and Child Health. "There is a big need for more research money. If money would be available, it would be ideal to track these kids into the school system."

Training Notes:



Meanwhile, the number of cocaine-damaged children being born is growing at epidemic rates.

“We’re looking at a virtual explosion that no one is prepared for,” said Diane Kornse, director of Child Find, a program that finds treatment for the physically and mentally handicapped in Palm Beach County.

“This is a tragedy beyond belief.”

Meet Anthony. He’s from West Palm Beach.

Anthony - not his real name - was born in St. Mary’s Hospital, where most Palm Beach County’s drug-addicted infants are delivered. He weighed 4 pounds.

His mother, a prostitute and crack-addict, didn’t receive prenatal care until the seventh month of her pregnancy.

At birth, Anthony didn’t cry. Because of his low birth weight, he spent the first four weeks of life in an incubator.

When he turned 6 weeks old, nurses couldn’t stop him from crying.

Training Notes:





Anthony also was abnormally sensitive to touch. His coordination was poor, and he had problems swallowing and sucking. Anthony was withdrawing from cocaine.

Doctors gave Anthony a label: a baby failing to thrive.

Four years and five months later, Anthony's diagnosis hasn't changed much.

"He'll talk to you, but you will have no idea what he is saying" says his counselor. "He's learning nothing."

Anthony shares symptoms with thousands of cocaine babies entering day-care centers, preschools and kindergartens across the country; hyperactivity, short attention span, an inability to learn and poor coordination.

Taxpayers will spend \$6,000 a year - double the amount for other special education students - to put Anthony through preschool, Kornse said. Classes to correct speech and coordination problems will cost another \$5,200 annually.

"All of his life he's going to be in special education," Kornse said. "When he grows up, he's going to fall into that range of the unemployable."

Training Notes:





Researchers are trying to find out more about the long-term needs of these children. Recent studies give some hints.

As the cocaine babies grow older, their head size remains smaller than their peers', an indication they'll have long-term developmental disabilities. They also face speech and respiratory problems.

In the cases of one study, physical symptoms such as trembling and vision problems disappear as the child matures. However, mothers' cocaine abuse causes longer-term damage in the "higher learning centers of the brain," a doctor said.

As a result, the children have difficulty making the connection between the simple task of stacking blocks and the desirable result, an organized structure. In many cases, the children just move onto something else.

The best permanent solution to the problem of cocaine-damaged children is to stop abuse by pregnant mothers, one state legislator said. The state must spend more on drug prevention and treatment programs as well as on health care for poor mothers.

Gregory Coler, Florida's secretary of Health and Rehabilitative Services, agrees.

"You don't have to have cocaine-addicted babies," Coler said. "This is . . . avoidable.

*Reprinted with permission by the Cox News Services, Atlanta, Georgia; article written by William Cooper, that appeared in the Palm Beach Post November 1, 1989.

Training Notes:

Allow the class plenty of interaction time. Record their responses on a flip chart.





Jot down your response to the following question. Be prepared to discuss your answer.

What would you do or say if you knew someone who was doing crack while she was pregnant?

Drug-related Crimes: Who are the Victims?

It is often believed that drug-related crimes are “victimless.” That belief is incorrect. All crime renders a victim. Families, communities and society as a whole are victimized by drug traffickers and substance abusers.

Intra-family Crime and Victimization

- ◇ Substance abuse is often associated with partner abuse
- ◇ Parents who abuse controlled substances are more likely to neglect their children and be unable to provide for basic care.
- ◇ Substance abuse increases the likelihood of physical and sexual abuse in family situations.
- ◇ In absent-parent families resulting from one parent with addictions, children are the ultimate victims, lacking important role models, support and guidance, especially in their formative years.

Community and Societal Victimization

The cost to neighbors and society that are directly attributable to substance abuse are significant in terms of their financial and environmental impacts:

Training Notes:

Go over with the class how families, communities and society as a whole are victimized by drug traffickers and substance abusers.



- ◇ Overall costs to society include: expenses related to both emergency and long-term medical services for persons addicted to controlled substances; physical and financial losses resulting from drug-related crimes, such as driving under the influence, with the ultimate loss being murder; and lost productivity from addicted individuals who might otherwise contribute positively to society.
- ◇ Children born addicted to crack are often viewed as the “tiniest victims,” with many emotional, physical and psychological disabilities resulting from an addiction that began in the womb. Society is also victimized by the tremendous cost it bears to address the long-term medical needs of these children.
- ◇ The threat of HIV from needle sharing.
- ◇ Many addicts support their habits through crimes such as burglary and robbery, which produce not only financial losses, but psychological crises for victims as well.
- ◇ The nation’s criminal justice system is constantly called upon to deal with the investigation, prosecution, supervision, and incarceration of drug traffickers and felony substance abusers.



Accountability

Practices for Drug Offenders

The following chart is a partial list created by justice personnel outlining the accountability approaches for drug offenders. The chart highlights the number of drug offense victims, creative ways to make amends for damage done by offenders and the potential benefits of such reparations.

Training Notes:

Briefly go over the various victim categories and subsequent sections with the class. Ask students to answer the questions following the chart.



Training Notes:





Training Notes:





Training Notes:





Training Notes:





THINK ABOUT...



Answer the following questions, using the chart on Accountability Practices for Drug Offenders.

Your instructor will assign you to a group and give you two “Who Are the Victims?” categories. For example, you may be assigned the health care system and homeowners... As a group you will discuss all the sections for each category of victim. Discuss within your group if you agree or disagree with the sanctions and accountability practices for the offender.

Assume you are the victim you were assigned. Would you still have the same reactions? Share those reactions within your group.

As a group, come up with your own sanction type and accountability practice for the two categories assigned. You will be asked to share those with the class.

PERSONAL SAFETY

Imagine you had a younger sister, about eight years old. She was a typical younger sister and always wanted you to play Barbie’s with her. Soon she found some new friends at school and they offered her some “pot” rather than play Barbie’s. At first she turned them down, but eventually gave in to peer pressure. Now she is getting high regularly, after school regularly. Your sister likes the feeling she has when she is “high” and wants to try something more powerful than pot. Her best friend offers her some crack. Your sister gets high,

Training Notes:



but nearly dies, because someone brutally sexually assaulted her, while she was high. You visit your sister in the hospital, and once she is home you try to explain the dangers of drug use. She doesn't listen to you...She doesn't seem to care anymore. What can you do?

Answer the following questions. Be prepared to share your responses with the class.

What reactions do you think you would have after hearing this kind of news about your younger sister?

What would you say to your sister about drug use?

How could you help her face her addiction?

Training Notes:



GUEST SPEAKER NOTES

Training Notes:

At this time it would be impactful to get as a guest speaker, a former drug dealer or a family member whose loved one was killed due to drugs. Be sure the speaker emphasizes the importance of leading a drug-free life.









SUPPLEMENTAL RESOURCES

Use the following materials either as resources for yourself as a trainer or if you wish to expand class materials.





THE VIOLENT EPIDEMIC

- ◇ Between 54 and 81 percent of male felony arrestees throughout the country in 1993 tested positive for illicit drugs at the time of arrest. In addition, between 42-83 of female arrestees tested positive for illicit drugs. (National Institute of Justice, 1993)

- ◇ About 43 percent of people of using marijuana before age 18 go on to use cocaine, and young persons between 12-17 who use marijuana are 85 times more likely to use cocaine than non-marijuana users. (National Institute of Justice).

- ◇ Nearly seventy-five million Americans (36% of the population) reported use of an illicit drug as least once in their lifetime, 11% in the past year and 6% in the past month. (Timrots and Snyder, 1994).

- ◇ Overall, ten percent of federal prison inmates in 1991, 17 percent of state prison inmates in 1991, and 13 percent of convicted jail inmates in 1989 said they committed their offense to obtain money for drugs. (Bureau of Justice Statistics, 1995, Drugs and Crime Facts, 1994).

- ◇ Alcohol is a more popular drug among women than illicit drugs. A 1992 survey of drug use found that only 4.1 percent of women used an illicit drug during the prior month, while 40 percent used alcohol. (Lewis, 1994).

- ◇ A survey of juvenile offenders in long-term facilities showed at 32.4% of all violent offenses were committed under the influence of alcohol. (Department of Health and Human Services, 1992b).



OFFENDER ACCOUNTABILITY

Most correctional personnel applaud the idea of an accountability approach for drug offenders. When asked to rank on a scale of 1 to 5 their support for several practices consistent with an accountability approach to offenders adjudicated for drug sales, a large majority of these professionals expressed strong support for the following sanctions and supervision requirements:

- ◇ Confiscation of any proceeds from drug sales.
- ◇ Direct restitution payments to victims of drug sales (e.g., families of abusers, victims of drug-related violence).
- ◇ Restitution payments into funds to support drug treatment.
- ◇ Community work-service in public agencies.
- ◇ Intensive work crews.



Reflected in the Drug Offense Victims and Offender Accountability table is a much broader concept of accountability than the usual emphasis on paying monetary restitution directly to victims. While monetary restitution may be an appropriate sanction for some drug offenses, and especially "spinoff" crimes resulting from drug use or sales, other kinds of creative payback may be more generally applicable. For example, community service tied directly to the specific harm done through drug crimes was a major focus of the practitioners who identified both individual and community victims. Suggested community service sanctions such as requiring intravenous drug users or sellers to work in detox centers or cocaine sellers to help repair crack houses seemed intended to communicate to the offender the direct impact of harm caused by drug involvement.

The cognitive aspect of reparative justice was also apparent in proposed sanctions making offenders aware of their victims and providing general education about the consequences of drug use and sales. This victim awareness component, though an important part of all accountability sanctions, was viewed as even more essential in this case, given the traditional view of drug crimes as victimless. Visiting hospital wards for crack babies or AIDS patients, attending community meetings with residents of drug-infested neighborhoods, or attending classes or video presentations on victims of drug sales and abuse were a few examples of suggested victim awareness activities.

Because of difficulties noted by some personnel in identifying and then locating victims of specific drug offenses, monetary restitution was more often mentioned as indirect, involving fines paid to general funds earmarked to support treatment or related services. Several sanctions would require offenders to help subsidize or otherwise participate in prevention efforts or both. For example, one jurisdiction levies \$50 on all adjudicated drug offenders as donations to the local Drug Abuse Resistance Education (DARE) program operating in the jurisdiction's elementary schools.



Assessing the direct harm or damage resulting from drug offenses and assigning appropriate repayments is frequently less straightforward than with other crimes. However, several project advisers suggested that it would be possible to develop matrices similar to those used to convert property loss to community service hours. These matrices could use the number of offenses and their degree(s) of severity to gauge an appropriate reparative sanction.

Seizure of profits from drug sales or assets of convicted drug sellers as a source of funds for community restoration, individual victim paybacks, and law enforcement assistance (e.g., "Buy money" for undercover narcotics officers) received wide support from practitioners participating in the needs assessment. Some also suggested more explicitly punitive sanctions such as shock incarceration and publicizing the names of dealers. Others emphasized the offender/user as a victim and suggested rehabilitative sanctions such as requiring drug education, measurable improvement in reading levels, or participation in family counseling. The need to build in positive incentives for "staying clean," and for completing other requirements was also frequently mentioned.



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WORDS TO KNOW

- | | |
|---------------------|--------------------------------|
| violent crime | conflict resolution |
| assault | elder victimization |
| robbery | child victimization |
| domestic violence | drunk driving death and injury |
| sexual assault | homicide |
| rape | gang violence |
| restorative justice | restitution |

OBJECTIVES

As a result of this lesson you should be able to:

- ◇ define violent crime
- ◇ know the characteristics of the most serious crimes
- ◇ discuss the myths and realities of violent crimes against persons
- ◇ understand the extent to which violent crime is a concern for Americans
- ◇ realize the extent to which concerns or fears about crime have affected the way Americans live
- ◇ begin to understand the impact of violence on victims of crime
- ◇ discuss changes in the way Americans view juvenile justice and gang violence
- ◇ utilize strategies for managing conflict other than violence

Training Notes:

Write the word "violent" on a flip chart or chalkboard and ask what the word means to the class. If they are reluctant, add some adjectives such as brutal, mean, or vicious.

Then write the word "crime." Define crime as "something against the law." Explain that violent behaviors become crimes when society determines that the behaviors should be punished. Skip over the WORDS TO KNOW section for the moment and go over the OBJECTIVES one by one. Ask the class if they would like to add any objectives to the list.





THINK ABOUT...



1. What types of crimes do you think of as being "violent"?

List everything that is named and then go back to the previous page to the WORDS TO KNOW section to see if they see others that should be added. To re-emphasize the difference between "violence" and "crime" point out that gang-related activities are only a crime when the activity is assault, rape, murder or other offenses that have been designated crimes. Just belonging to a gang is not, in itself, a crime.

2. How do you think violent crime makes victims feel?

Ask how many in the class or group believe they have been victims of a crime as well as being offenders. If some raise their hands, ask them to tell about one experience and see if they can name some of the reactions they felt. If no one admits to having been victimized, ask how they think an 80-year-old man who has had his Social Security check stolen from his mailbox feels. Write every comment on the flip chart or chalkboard to validate the responses. Later on, you will not need to write flippant remarks, but for now it is acceptable.

3. How does violent crime affect your community?

Explain that they are to answer the questions about the community they lived in before entering the institution.

Training Notes:

By the time you are ready to begin this chapter, you should have a pretty good idea of how easy or difficult it will be to engage your class or group in discussion. If it is difficult, ask them to jot down their reactions to the questions first and then to read them to you when called upon.

The "community question" is somewhat more abstract than the first two, so you may need to suggest answers such as "Things in the stores are very expensive to cover the cost of stealing, people are afraid to go out of their own homes," etc.





DEFINITIONS: What Is Violent Crime?

Violent crime, as used in this text, refers to criminal behavior which may result in death or bodily injury, **including** behavior that involves the threat of death or injury against a person. The acts of homicide, robbery, rape, sexual assault, aggravated assault, simple assault, and domestic violence are classified as violent crimes by the U. S. Department of Justice and the Federal Bureau of Investigation (FBI). One of these violent crimes was committed every 16 seconds in the United States in 1993. Child abuse, elder abuse, drunk driving death and injury, and a number of other acts of violence are not recorded as such in statistics, but they are violent, nonetheless.

The following definitions of violent crimes are general. You will be given the specific definitions and laws in your state relating to the various crimes in following chapters.

Homicide is the killing of one person by another. There are different kinds of homicide, including murder.

Rape is forcing another person to submit to a sexual act against his or her will.

Sexual assault is a broader term which may include assault with intent to commit rape, aiding or abetting rape or penetration with a foreign object, taking a person by force to live in an illicit relationship, incest, sodomy, sexually assaulting an animal, and others.

Training Notes:

Read this section to the class. Be sure they understand the broad definitions.



Robbery is taking the property of another by the use of violence or intimidation.

Assault is committing a violent injury to another person.

Aggravated assault is an attack or attempted attack by one person upon another for the purpose of inflicting severe or aggravated bodily injury. This type of assault is usually accompanied by the use of a weapon or by means likely to produce death or great harm.

Simple assault is the attack or attempted attack by one person upon another to inflict less serious bodily injury without a weapon.

Domestic violence is physical, mental, or emotional injury intentionally or recklessly committed by one person against another person in an established relationship.

Child abuse and **elder abuse** are unique forms of domestic violence categorized separately based on the more vulnerable ages of the victims.

Drunk driving death and injury is considered a violent crime rather than an "accident" because the offenders make two irresponsible and negligent choices: to use alcohol or other drugs and to get behind the wheel of a vehicle.

Training Notes:





THINK ABOUT...



Place a "T" to the left of statements you believe to be primarily true and an "F" to the left of statements you believe to be primarily false.

1. ___ **After a homicide is committed, there are no victims because the victim died.**
FALSE. Family members of those killed are also considered victims of crime.
2. ___ **Sometimes, assaulting someone is the only way to handle a dispute.**
FALSE. There are always non-violent alternatives. Even in self defense, assault is extremely dangerous.
3. ___ **The trauma to the victim ends once the crime has been committed.**
FALSE. Crime victims and their families suffer significant emotional problems for a long time afterward.
4. ___ **Victims of crime suffer significant economic hardship after a violent crime.**
TRUE. Violent crime cost victims \$1.4 billion in medical and funeral bills, loss of wages, inability to work again, etc. in 1992.
5. ___ **Since violent crime is now going down a little, most Americans feel safe.**
FALSE. Four out of five Americans are worried about crime.
6. ___ **There are about 50,000 criminal victimizations a year.**
FALSE. There were more than 43 million criminal victimizations in 1993.
7. ___ **More blacks than whites were arrested for crime in 1994.**
FALSE. More whites were arrested for crime than blacks.
8. ___ **About 10% of violent crimes include use of a weapon.**
FALSE. About 30% of violent crimes include use of a weapon.
9. ___ **Post-Traumatic Stress Disorder (PTSD) is an emotional illness suffered primarily by war veterans.**
FALSE. Many crime victims also suffer from post-traumatic stress disorder.
10. ___ **Juvenile offenders should not be held accountable for their crimes since they're just kids.**
TRUE/FALSE. This is an opinion question which may lead to lively discussion. Good luck! You don't have to offer an answer but explain that it will be explored further later.

Training Notes:

Ask the group to take the quiz first. When they have finished, read the questions aloud, and then give the answers and discuss. Don't ask students to turn in their quiz and don't ask for scores. You may ask if anyone got them all right, but don't embarrass students by going further than that.





THINK ABOUT ...



According to Webster's Dictionary, a "disaster" is a "happening that causes great harm or damage, serious or sudden misfortune, or calamity." Using this definition, America is experiencing a health, public safety, and mental health "disaster" at the hands of crime.

- ◇ In a survey of 1000 adult Americans, more than four out of five (82%) said they were personally very concerned about violent crime (Kilpatrick, Seymour and Boyle, 1991).
- ◇ More Americans are concerned about violent crime and drug abuse than about unemployment, pollution, education, or the government deficit (Kilpatrick et al., 1991).
- ◇ Women, in particular, are victimized in large numbers. More than 1/3 of the women in America have been victims of some kind of sexual assault, aggravated assault, or have lost a family member or close friend to homicide or drunk driving. (Resnick, Kilpatrick, Dansky, Saunders, & Best, in press)

Not down answers to the following questions and be prepared to

discuss your answers in class.

1. Why do you think Americans are now so scared of crime?

2. Why do you think so many women are hurt or raped?

Training Notes:

If you have students capable of serving as small group facilitators, break the class into small groups to read this page and answer the two questions as a group. They are then to report back to the full group. Record their reactions on a flip chart and discuss.





Psychological Trauma of Crime Victims

Most crime victims report that during and after the crime, sometimes for weeks and months, they experience a rapid heart beat and hyperventilation. They feel intense fear, helplessness, and horror. These anxiety reactions -- feeling afraid even though there may not be anything else to be afraid of -- disrupt their ability to concentrate and perform simple tasks. They think about the crime a good bit of the time and have flashbacks and bad dreams. They worry that other people will not believe them when they tell what happened and they are afraid someone will blame them rather than the offender.

Following are the symptoms of post-traumatic stress disorder:

1. **Continual and ongoing reexperiencing of the event** (distressing dreams, distressing recollections, flashbacks (not just a memory, but feeling as though you were experiencing the crime all over again; flashbacks can include re-experiencing the physical pain as well as the emotional terror) or emotional and/or psychological reactions when exposed to something that is similar to or reminds them of the traumatic event
2. **Continual and ongoing avoidance** of things associated with the traumatic event or reduced ability to be close to other people and have loving feelings
3. **Continual and ongoing symptoms of increased arousal** (difficulties sleeping, outbursts of anger, difficulty concentrating, constantly being on guard, extreme startle response (jumping when hearing a noise)

If these symptoms last at least one month and if the disturbance produces significant distress or impairment of the victims ability to relate socially, to work, or to perform other important tasks, the victim is suffering from post-traumatic stress disorder.

Training Notes:

You may wish to bring in a counselor who works with crime victims to teach this section. If not, ask class members to talk about some of the symptoms they have experienced or witnessed in others.



Following are some of the things researchers have found out about crime-related post-traumatic stress disorder (Resnick et. al, 1993):

- ◇ The chance of getting PTSD following crime is one in four and contrasted with getting PTSD after other traumatic events (one in ten).
- ◇ Victims whose crimes resulted in physical injury or the threat of physical injury or death were much more likely to suffer from PTSD (45%) than victims whose crimes did not involve life threat or physical injury (19%).

Long-term, crime-related psychological trauma is not limited to PTSD. Compared to people who have not been victimized by crime, they have significantly higher rates of:

- ◇ suicidal thinking
- ◇ suicide attempts
- ◇ developing alcohol or other drug problems
- ◇ panic disorders
- ◇ agoraphobia (being afraid to leave their homes)

Many experience problems in their relationships with family and friends because they have changed so much. Because of their high levels of crime-related fear, many victims change their lifestyles substantially and restrict their usual activities. They are intensely afraid of being victimized again. If a person has been previously victimized by crime or if the crime has been a serious and dangerous one, his or her need for psychological counseling is great. Yet, only about 1/3 of victims who develop crime-related PTSD ever get any counseling.

Do you know anyone who you think has crime-related PTSD? Tell your group what happened to him/her.

Training Notes:

Ask why suicidal thinking and behavior are common in victims; ³ ~~the answer is shame~~ because they feel like they are a bad person or it wouldn't have happened to them; guilt because they believe they should have been able to prevent it or stop it; loss of control, emotional trauma, physical pain; worrying that they are going crazy because of the PTSD symptoms.

If anyone shares an answer to the last question, discuss it well.



Accountability

Violent crimes have a serious impact on victims and their families. The physical effects of violent crime are always traumatic. Criminal injuries are serious and often permanent. The permanent injuries are a daily painful reminder of the crime. For homicide survivors, their final memory of their lost loved one is always of a violent death.

Severe emotional trauma is also experienced by victims of violent crime and their families. The trauma changes them forever. Few crime victims expected what happened to them, so they were shocked and terrified. Many lose a sense of security and control over their lives. They may question why they or their loved ones were chosen as victims. Many have dreams and flashbacks for a long period of time after the crime has taken place. Many victims and survivors need counseling to deal with the trauma from being a victim of violent crime or from the killing of a loved one.

Violent crime also inflicts serious economic trauma on victims and their families. Injured persons often lose their jobs because they cannot perform adequately after being injured. Emotional trauma causes them to be unable to concentrate and their bosses lose patience with them. Medical care and funerals cost a lot of money. Participating in the criminal justice system is time consuming and expensive for victims. They lose many days of work to attend hearings and the trial. Counseling services are hard to find and expensive. Employers often require sick leave for victims to go to counseling.

Put yourself in the place of a violent crime victim and a survivor or homicide and imagine how you would feel. **No one has the right to commit a violent crime against a person or to murder someone, regardless of one's circumstances.**

Training Notes:

Have this page read in the manner you think best. Try to get a lively debate going about the bold statement at the end.



Juvenile Crime Offenders

The years between 1988 and 1991 saw a 38% increase in the rate of juvenile arrests for violent crimes. In 1991, juveniles were responsible for 19% of the violent crimes of rape, personal robbery, simple assault and aggravated assault. There was a 128% increase in juvenile arrests for murder between 1983 and 1992. During the same period, the risk that a person between the ages of 12 and 17 would become a victim of a non-fatal violent crime increased 17%. **The number of violent juvenile crime arrests is projected to increase another 22% between 1992 and 2010** (Snyder and Sickmund, 1995).

What's going on?

Training Notes:

If most of the class can write, give them a few moments to respond to "What's going on?" in silence. You may draw out some painful experiences by asking at what point they think their lives began to "go bad." More than likely it will go back to a significant loss experience in childhood or early adolescence. Ask what they think it would have taken for them to have chosen a non-violent lifestyle.





Gang Violence

Results of the **1995 National Youth Gang Survey** (Office for Victims of Crime, 1996) were released in June, 1996. The survey found that there are approximately 652,000 gang members in 25,000 gangs nationwide. A survey of Chicago public schools in 1993 found that 40,000 school children had been threatened or attacked by gang members (Roberson, 1994).

The cost to individual victims resulting from drive-by shootings, assault, property damage, drug-related violence, and robberies is felt in all urban communities, as well as many suburban and rural communities. No one can place a dollar amount on the loss of life and the physical and emotional sufferings experienced by gangs' victims.

A gang is generally defined as an on-going, organized association of three or more persons, whether formal or informal, who have a common name or common signs, colors or symbols, and members or associates who individually or collectively engage in or have engaged in criminal activity (Conley, 1993).

Two of the most common reasons traditionally given for joining gangs are:

- ◇ The breakdown of the family; and
- ◇ Poverty

Training Notes:

Try to find out what your class will tell you about their experience with gangs. Begin by asking if any have been victims of gang-related violence. Then see if they will talk about perpetrating gang-related violence. Be sure they understand the definition. See if they react to the two reasons for joining gangs at the bottom of the page.



THINK ABOUT . . .



Following is a list of possible reasons for joining gangs. Place an "X" to the left of reasons you believe some young people join gangs.

- Breakdown of the family
- Poverty
- Drug dealing (fast money)
- Peer pressure
- Protection from other gangs
- Generational expectation (My father was in one, so I should be too)
- Other (_____)

After marking your answers, be prepared to discuss your answers in detail. For example, if you marked "Breakdown of the family," does that mean that Dad is absent and Mom has to work all the time, so a kid doesn't have anyone to turn to with his or her problems and therefore looks to a gang for security?

After allowing everyone in your class or group to explain their answers, go back and circle the "X"s you believe are good reasons for joining a gang. Be prepared to support your choices.

Training Notes:

The instructions in the student manual are self-explanatory. During the discussion, have the students give examples of the reason(s) they chose. Be sure to ask if anyone listed "Other" and if so, be sure to have them elaborate.

Ask if the class thinks that a child who has been treated violently in his home is more likely than others to be attracted to a gang. Why?



Victims of Gang Violence

Victims of gang-related crime often face unique problems in addition to the trauma of their victimization.

These include:

- ◇ There is not just one offender but an entire gang. Therefore, they may face further intimidation or violence if they report to the police.
- ◇ Some people think that all victims of gang violence are gang members themselves, and therefore do not sympathize with them.
- ◇ Most victims of gang violence live within the same community as their offenders.
- ◇ Victim-blaming is abundant. For example, "Why didn't you just move away from that neighborhood?" (As if that would have been a reasonable solution)

Name some of the crimes gang members are likely to commit. Can you think of other problems victims of these gang-related crimes might have?

Training Notes:

The class may be able to add other unique problems of gang victims, particularly if some have experienced it themselves. As they list the various crimes (assault, burglary, robbery, car-jacking, drive-by shootings,) ask them to list specific problems of this category of victims. Re-emphasize that the threat of or fear of being killed is as psychologically damaging -- or more so -- than the physical injuries themselves. Ask why a victim may have more fear if the offender is a gang member than if he or she is not a gang member.





A Brief History of Juvenile Justice

Historically, criminal justice professionals have believed that juvenile offenders should be treated differently than adult offenders. This was based on the belief that many youthful offenders were errant children who were in need of simple guidance and advice to straighten them out. Most juvenile crime a couple of generations ago consisted of truancy, petty thievery or burglary -- not violent crimes against other persons.

Therefore, youthful offenders had separate courts and separate rules. They were offered special opportunities for rehabilitation. Churches, community groups, and social workers were enlisted to provide guidance and to assist the young person to mend his or her ways. Even today, we use a separate language for juvenile and adult offenders.

Adult Justice System	Juvenile Justice System
Prosecutors	Court Advocates
Convictions	Adjudications
Sentences	Dispositions
"Found Guilty"	"Finding"
Criminals	Wards (delinquents)
Get locked up	Placement
Crimes	Incidents

The public and the courts are now changing their minds about juvenile justice.

In fact, a new federal law was passed in 1994 which has significantly strengthened sanctions for juvenile offenders. **Why do you think the U.S. Congress passed this new law?**

Training Notes:

If you are dealing with adult offenders, you may choose to skip pages 14 - 18. Youthful offenders will probably find the rationale behind the separate criminal justice systems interesting. Before going to the next page, ask what they think changed to cause the U.S. Congress to decide to get tougher on juveniles in 1994.



Following is a summary of the new law.

The Violent Crime Control and Law Enforcement Act of 1994

- ◇ Thirteen and fourteen-year-olds can be prosecuted as adults if they are charged with robbery or aggravated sexual assault committed with a firearm. In determining whether a juvenile should be tried as an adult, the courts are to consider the extent to which the juvenile played a leadership role in an organization, or otherwise influenced others to take part in criminal activities, involving the use of, or distribution of, firearms or drugs.
- ◇ It is a federal offense for a juvenile under the age of 18 to knowingly possess a handgun or handgun ammunition. The penalty for juveniles in possession of a handgun or handgun ammunition is probation only if the juvenile has no previous offenses. Otherwise the juvenile may be imprisoned for up to one year.
- ◇ Adults who knowingly transfer a handgun or handgun ammunition to a juvenile will be imprisoned for one year. If the adult knew or had reasonable cause to know that the juvenile intended to possess or use the handgun or ammunition in a crime of violence, the maximum penalty is ten years of imprisonment.
- ◇ The maximum penalty was tripled for using a minor to distribute drugs around or within 1000 feet of a protected location such as a school, college, playground, or public swimming pool. It also tripled the maximum penalty for using a minor to assist in avoiding detection or apprehension for drug dealing at or near a protected location.

Training Notes:

The new law is not yet well known. Ask how the class feels about it. Ask how they think crime victims feel about it.



THINK ABOUT ...



Read the following newspaper clipping which appeared in newspapers throughout the United States in July, 1996.

(Washington DC) Just two days before President Clinton is to announce ways to reduce youth violence, his rival Bob Dole called for getting tough on juvenile criminals to make their records stick with them through life.

"Unless something is done soon, some of today's newborns will become tomorrow's super-predators -- merciless criminals capable of committing the most vicious of acts for the most trivial of reasons," the Republican presidential candidate said yesterday in a weekly radio address.

Dole said one of his last acts before resigning in June was to sponsor legislation that would ensure that juveniles who commit violent federal crimes are prosecuted as adults.

"A violent teenager who commits an adult crime should be treated as an adult in court and should receive adult punishment," he said. "Teenagers who rape, rob and murder should not be automatically released when they turn 18 or 20."

Dole also called for making juvenile criminal records available to schools courts and some employers even after a juvenile becomes an adult.

Training Notes:







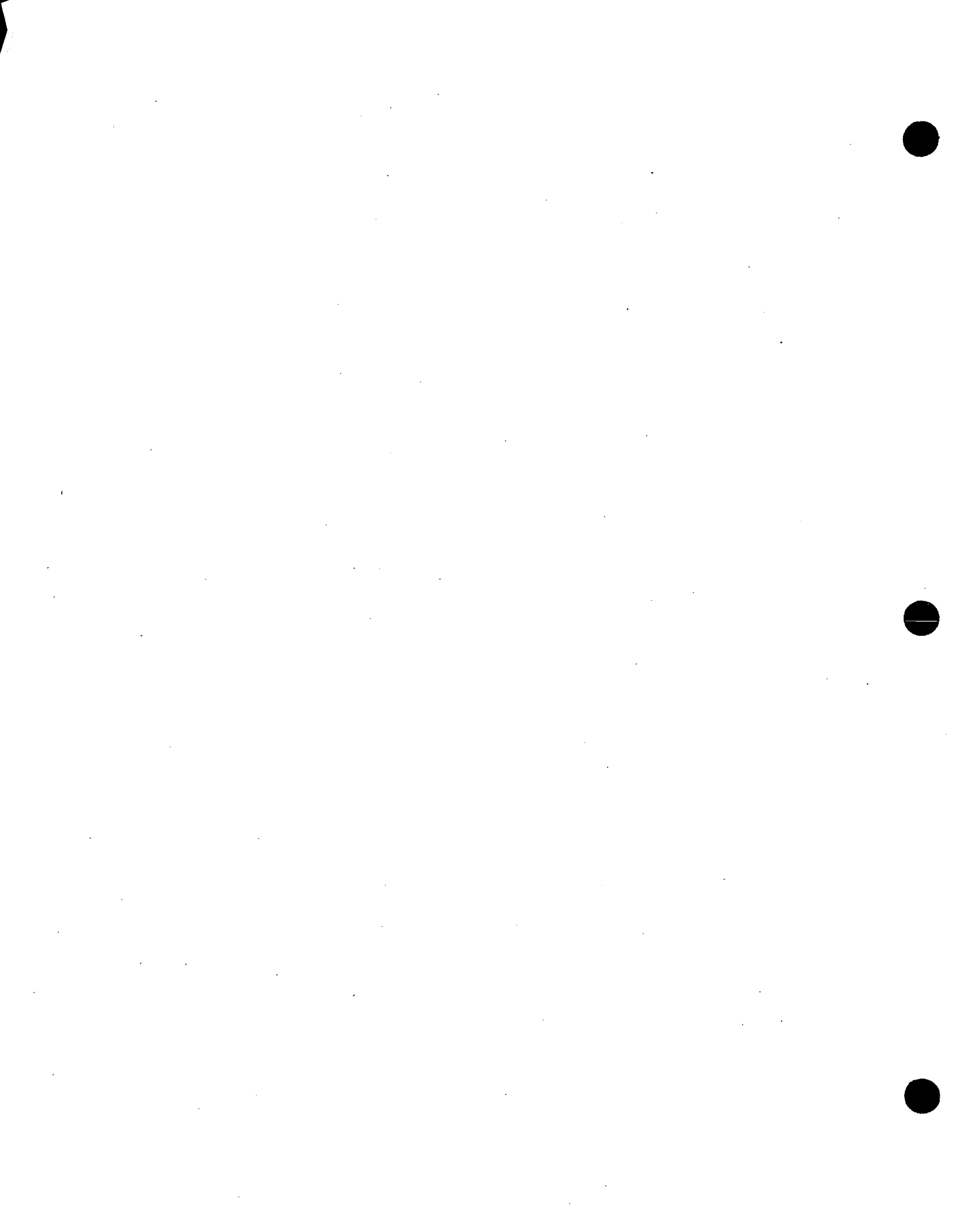
Every day we have to make decisions. Most decisions are easy. You don't have to think too much about what clothes to put on in the morning. But, there are times when we are faced with difficult decisions.

It is often said that violence breeds violence.

What do you believe the statement, "Violence breeds violence" means? Use the rest of this page to write what you think it means and give at least one example.

Training Notes:

Give plenty of time for written responses. The discussion may lead to questions about the value of "revenge," as a means of "getting even, balancing the scales, or being fair." Ask if "being fair" is always the best standard to use. Could "staying safe" be more important than "getting even?" Is the statement, "You will pay," always appropriate. What have the class members experienced in being determined to get even? Does violence always have to breed violence?



It should not be surprising that many of those who commit violence were, themselves, victims of child abuse or neglect. Acceptance of violence as a way to solve problems only results in more hurt. Even though you were a victim of physical abuse, sexual abuse, neglect, abandonment, or any other life misfortunes, you do not have the right to harm others. It is difficult to break the cycle of violence but it is possible. Every time that violence is used to solve problems, another person has been hurt and is suffering. Long after the tears are gone, the emotional pain is still felt.

Human beings do three things:

- ◇ They feel
- ◇ They think
- ◇ They act

Most violence is committed when someone jumps from feeling to acting without stopping to think first.

Throughout this class, you will return to this concept time and time again as your instructor deems it appropriate. Following are terms you will become familiar with as you seek to resolve conflict through ways other than violence:

Moral reasoning will help you solve difficult problems by thinking through consequences of various behaviors before you act.

There are two parts to moral reasoning, the reversal test and the universal test. The goal is to think through the consequences of each test and then make a moral decision.

Training Notes:

Discuss the bolded statement and give examples from the class's own experiences - perhaps during the debate.



Here's how they work:

The Reversal Test: This test requires you to take the point of view of the person who will be affected by your actions. You ask yourself, "How would I like it if this situation was reversed and I was standing in this other person's shoes?" You should not do something to another person that you would not want done to yourself.

The Universal Test: If something is "universal", then it applies to everyone. For this test, ask yourself if you would want all persons to act in a certain way in a similar situation. Think about what would happen if everybody in the world was to do what you are thinking about doing. You should act towards others in the same way that you would want people to act all over the world. **Both of these tests derive from some basic questions. Answer them now.**

What kind of world do you want to live in?

What kind of world do you want your family to live in?

What kind of world do you want your friends to live in?

Training Notes:

Explain the two "tests" and then ask the students to answer the three bolded questions. Record their answers on a flip chart or chalk board to validate them. Do not write flippant remarks this time.





THINK ABOUT...



If you would not want yourself (or the people you care about) to be victimized by theft, sexual assault or murder (the reversal test), and you don't want people in general to go around stealing, raping, and murdering (the universal test), then your actions should reflect this.

Your actions do play a part in what kind of world this is. One person can cause a lot of misery. One person can also make this a better world in which to live.

Following are some problems. Use either the Reversal Test or the Universal Test or both to come up with a solution. Jot down your ideas and be prepared to discuss how you used moral reasoning in arriving at your solution.

You are walking to the 7-Eleven down the street one evening when a man in the parking lot calls you over to his van. He tells you that he's got to leave the area and he needs to sell some things. He opens up the back door and he shows you four televisions, three VCRs, and five car stereos. You don't have a VCR but you have been saving your money for one that a local electronics store carries. You figure that you will have enough money to buy it in three months. The man in the van tells you he will sell you a VCR for \$75 today. What will you do and why?

Training Notes:

The class may have difficulty with this exercise, so be patient. Try to affirm everything you can, such as "What I like about your response is..... And I wonder if....." Try to get the students in the shoes of the victim: (1) The VCR is probably stolen. (2) If you buy it, the owner will probably never get it back. (3) If you leave it, the dealer may be apprehended. (4) In fact, you could report the license plate number to the police. Reversal Test: Would you want someone who stole your VCR to re-sell it quickly? Universal test: What if everyone stole and sold rather than earned to purchase legitimately?





You are on a first date with a girl that you have been interested in for a long time. You have paid for dinner and then admission to the movies and only have two dollars left in your pocket. Before the start of the movie your date walks up to the snack counter. When she sees that no one is looking, she quickly places a three dollar candy box into her pocket. She turns to you and whispers "Quick, before they look, grab me another one of these three dollar candies!" What will you do and why?

Using moral reasoning is the first step in solving problems without violence. It gets more complicated, however, when you are feeling conflict or anger with someone. Again, however, the solution is found in thinking before you act. Think of a person you are angry with and answer the following questions:

1. What is the conflict about?
2. How does it affect me? (Can I just let it go, or is it bothering me so much that I must do something about it?)

Training Notes:

First exercise: Reversal test is "What if I were working at the concession stand and had to pay personally for discrepancies in the cash register? Universal test is "What if everyone just took what they wanted and didn't pay for it?"

Second exercise: Pencil in answers to the 12 steps on pages 22- 25 as it relates to a person with whom you are having conflict. As you then go through the process orally, the class will learn how to process their own conflict. Be sure each class member has a particular person and a specific problem in mind to complete the exercise. Have them jot down their ideas first; then discuss.





3. **Why is solving this important to me?**

4. **What are my beliefs about the other person's role in the conflict?**

5. **What are some non-violent things I could do to solve the problem?**

6. **What are some non-violent things the other person could do to solve the problem?**

7. **Now that you have some possible alternative behaviors in mind, think about setting the tone for your confrontation. What positive thing could you say to set the tone and disarm the other person emotionally? (Example, "I don't want this to further damage our relationship and I want to be sure I understand this.")**

Training Notes:





8. Is there something positive you can say about the other person? (Example, "I appreciate your willingness to talk with me...I imagine you're as uncomfortable with the way things have been as I am.")

9. How would you ask the other person to define the problem as he or she sees it? Can you listen attentively without interrupting?

10. How will you describe the problem as you see it?

Training Notes:





11. You have already noted some non-violent things you might be able to do to solve the problem. Can you guess some non-violent solutions the other person might have?
12. Are you willing to approach the person with this strategy? If so, you will probably be able to list possible solutions, brainstorm the advantages and disadvantages of them, and agree on something you both can live with. Neither of you will likely be perfectly happy with the solution. But you can both be partially happy and avoid violent conflict. If you would like for your instructor or group leader to assist you with this meeting, he or she will probably be willing to do so. This task is called "mediating." Sometimes a mediator likes to meet with both people by themselves first, before bringing the two together.

Training Notes:





Time-Out



The greatest challenge in stopping violent behavior is thinking straight when you are beginning to get angry in the midst of conflict. In fact, it is very difficult to think well when one is being overcome by anger or rage. Therefore, the most reasonable solution is Time-Out. Here's how it works.

What is Time-Out?

Time-Out is a brief separation from the person with whom the conflict is being experienced.

When do I use Time-Out?

When you or the person with whom you are in conflict seems to be more controlled by feelings than by rational thought -- which means it could soon escalate to violent language or behavior.

How do I do it?

- ◇ Say, "This is beginning to upset me and I don't want to say or do something I will regret. I'd like to stop right now and get back together in one hour."
- ◇ Leave for exactly one hour. Try to relax and perhaps do something physical while you are alone such as running or swimming. Do not use alcohol or other drugs during the hour and do not get behind the wheel of a vehicle.

Training Notes:

Time-Out may be a new concept for many in your class. Read the steps aloud first. Then go back and use a personal example for each step -- perhaps a time when you have been angry with your child or significant other. Pencil your experience in and then share it with the class. (If your example is conflict with a child, have the child sit in a chair in the main area of the house rather than his or her bedroom since children should have good feelings about their own rooms. Make a child's time-out 10 to 15 minutes rather than an hour.)



- ◇ Use the steps in the previous exercise to better understand yourself and the other person. Try to arrive at some non-violent alternatives. (Moral reasoning: Reversal test and/or Universal test)
- ◇ If you are not ready at the end of the hour, phone the person and reschedule.

What do I do when we get together again?

- ◇ Tell the person what you thought about during your time-out and ask if he or she is willing to talk about some solutions.
- ◇ If so, begin by asking how the time-out was for the other person and if he or she has any solutions to consider. Listen attentively and then share your ideas.
- ◇ If the anger escalates again, explain that it is too difficult to deal with now and put it off again. In the meantime, try to discuss the problem with a support person or counselor who may be willing to meet with the two of you to try again.

Answer the following questions and be prepared to discuss them in class or group.

1. List situations where you think **Time-Out** would not work.

Training Notes:

You may get some heckling or resistance from the class as you talk through the concept, so hit it up front with question #1 at the bottom of the page. Affirm any answers you get for now, then come back to them later to re-assess. Probably, the only legitimate answer is "When I have to defend myself from someone who has instigated violent behavior with me and will not stop." Point out that time-out will work with someone less physically strong, such as a child.



2. List situations where you think Time-Out would work.

When I am mad at my child.
When I am mad at someone smaller than I am.
When I am having conflict with my boss.
Etc.

3. List some things you will have to overcome in order to use Time-Out.

Lack of patience
Pride
Lack of impulse control
Fear of being labeled

4. What are some of the most common disputes you experience? Beside each one, list how they are usually resolved. Then go back and place TO beside those you think could be better solved by using Time-Out's.

Training Notes:

Be sure the disputes named in #4 are very specific. Ask for conflicts within the last three days. If you have had disputes in class, bring those back to the attention of the class and begin the list with them.





Time-Outs do work. But they take practice. Following are new beliefs you can be working on to help you use Time Out. Perhaps you will want to make a copy of this page and place it where you can read it every day.

1. I can react and express my concerns in ways other than violence.
2. I can choose how I want to change.
3. I can ask for help when I need it and offer help when others need it.
4. I can tell people when I cannot do what they expect of me.
5. I can ask for what I want, but I know I will not always get it.
6. I can control what I choose to think and how I choose to act.
7. I can reject the way others expect me to be.
8. I can express my fears, worries and disappointments in a positive way.
9. I can take responsibility for my own actions.
10. I can choose not to hit someone and thereby prove that I am emotionally strong.

Training Notes:

Acknowledge the problems that must be overcome in order to get comfortable with using Time-Out. This is an excellent time to point out again that jumping from feelings to behavior without thinking first is always the problem. These affirming statements are part of the thinking process. You may want to ask the class to put a "B" to the left of the statements they already believe about themselves. The beliefs without a "B" will be a challenge. Come back to them from time to time.



REMEMBER

- ◇ Violence is an epidemic in America.
- ◇ The mental health consequences of violence are substantial for individuals, families, communities, and for our nation as a whole.
- ◇ The economic cost of violence is enormous.
- ◇ Violence and fear of crime are problems for all people in our country.

Mark an "X" below to indicate which of the following is most likely to help you stop your own violent behavior.

- _____ More time in confinement facilities
- _____ Better understanding what it is like to be a victim of crime
- _____ Paying the costs to my victim (medical care, funeral expenses, counseling expenses, replacing stolen property, etc.)
- _____ Getting a better education so I can get a good job
- _____ Counseling or medications or both (I can't do it on my own)
- _____ Moving to another neighborhood when I get out
- _____ Learning and practicing ways to solve problems without violent language or behavior.
- _____ Nothing. I can't stop being violent.
- _____ Nothing. I don't want to stop being violent.

Explain your choice:

Training Notes:

The top of the page brings the focus back to victimization and will serve as a summary for the chapter. The exercise at the bottom is a goal-setting opportunity. You may come back to it later, but now they are to mark only one response. If anyone marks the "Nothing" options, discuss it with them privately. If they were just being flippant, see if they can honestly make another choice. If they were serious, realize that you have a motivational problem and the individual is not likely to respond to the training. Consider having him or her leave the class.





GUEST SPEAKER NOTES

Training Notes:

A panel of three or four victims of violent crime would be excellent at this point in the program. Ask them to speak specifically about their post-traumatic stress disorder symptoms so the class can see that in many ways, the trauma of victimization is similar for all victims of violent crime. If anyone in the class is disrespectful to the victims, remove the person immediately. Discuss the reactions of the class only after the victims have left.









3



SUPPLEMENTAL RESOURCES

Use the following materials either as resources for yourself as a trainer or if you wish to expand class materials.





THE VIOLENT EPIDEMIC: VIOLENT CRIME

- ◇ A violent crime was committed in the United States every 16 seconds in 1993. (FBI, 1994)
- ◇ In 1994, there were an estimated 42.4 million criminal victimizations in the United States, including 10.9 million crimes of violence and 31 million property crimes. These figures do not include children under the age of twelve. (BJS, 1996)
- ◇ Only 42% of violent crimes were reported to police in 1994. (BJS, 1996)
- ◇ In 1994, a weapon was used in 30% of crimes of violence in the United States including 95% of aggravated assaults, 51% of robberies, and 16% of rapes/sexual assaults. (BJS, 1996).
- ◇ During 1994, law enforcement agencies made an estimated 14.6 million arrests for all criminal infractions other than traffic violations. The arrest rate was 5,715 arrests per 100,000 population in the United States. Of all persons arrested in 1994, 45% were under the age of 25; 80% were male; and 67% were white. (FBI, 1995).
- ◇ Between 1993 and 1994, violent crime collectively decreased by 3%. The 1994 total, however, was 2% higher than the 1990 figure and 40% above the 1985 level. (FBI, 1995)
- ◇ 2.7 million people were injured as a result of crime in 1994. (BJS 1996)
- ◇ Of victims of crime who are injured, 51% require some type of medical treatment; 19% receive treatment at a hospital emergency room or are treated in a hospital and released the same day. Four percent require hospitalization for at least one night. (BJS, 1993)
- ◇ Victims take some type of measure to protect themselves in nearly 71% of all violent crimes; 82% of rapes; 58% of robberies, and 73% of assaults. (BJS, 1993)



- ◇ Communities in all 50 states have at least 652,000 gang members in about 25,000 gangs. (OVC, 1996)
- ◇ Gang problems are worse in 1995 than in 1994 in 48% of communities and better in 10% of communities. (OVC, 1996)
- ◇ Among state prison inmates who are gang members, 81% used drugs and 69%69% manufactured, imported, or sold drugs as a group. (BJS, 1994)
- ◇ In 1994, about 1/3 of all victims of violent crime were ages 12 to 19. Almost half of all victims of violence were under the age of 25. (BJS, 1996)
- ◇ In 1994, young people between the ages of 12 and 24 were victims of almost half the violent crimes but represent only 23% of the population (BJS, 1996)



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WORDS TO KNOW

cycle of violence

economic dependence

denial

rescue complex

responsibility

embarrassment

OBJECTIVES

As a result of this lesson you should be able to:

- ◇ explain the importance of holding domestic batterers accountable for their acts
- ◇ define the cycle of battering
- ◇ classify domestic violence myths and realities
- ◇ explain why women stay in battering situations
- ◇ list characteristics of an abuser

Training Notes:

Ask if anyone knows what domestic violence is. Explain that they will learn about the different forms of domestic violence in this section as well as, the **WORDS TO KNOW**.

Take a few moments to go over the **OBJECTIVES** and ask if anyone would like to add anything to the **OBJECTIVES**.

Ask the class to read the story of Tracey Thurman on the following page. If a class member cannot read, have someone read it aloud.





THINK ABOUT . . .



Read the following true story.

Over a period of eight months, Tracey had repeatedly pleaded with the Torrington police to arrest her husband, Charles “Buck” Thurman. For the most part, her efforts had been shrugged off.

On a warm June evening, Buck stabbed Tracey 13 times in the chest, shoulders, neck and face. As she lay in the backyard in a pool of blood, Buck kicked Tracey’s head with his booted foot, ran into the house and snatched up the Thurman’s two-year old son, C. J. Buck then dashed outside, held the terrified child close to Tracey’s face and screamed, “I’ve killed your rotten mother!” Then, as the police officer called to the scene remained frozen in indecision, Buck kicked Tracey’s head for a second time. The young mother, her neck broken, lapsed into a coma from which she did not emerge for eight days.

Two days after coming out of the hospital, Tracey’s family asked Burton W. Weinstein, a lawyer, to visit Tracey in the hospital. She had tubes in her nose and throat where an emergency tracheotomy had been performed. She communicated with Weinstein through nods and eye blinks. If he held his fingers against Tracey’s trachea tube she could whisper. Weinstein left the hospital, he says, wondering how to break it to Tracey and her family that he couldn’t represent her. It would be futile. Because there were no grounds for suing the police for failure to protect her from an abusive husband.

Training Notes:

Students will read a passage describing Tracey Thurman’s victimization and successful legal attack by which Tracey and lawyers would accuse her hometown police of violating her constitutional right to equal protection under the Civil Rights Act.

The key issue to be discussed in the Thurman case is whether police have a duty to protect a person from harm from his or her spouse. The Thurman case is exemplary in that police were reluctant to intervene in Tracey’s domestic problems, which resulted in her near death. The Thurman case demonstrated clearly that victims of physical abuse by their spouses were treated differently under the law.





But the more he thought about it during his hour-and -a-half drive home, the more the case of the battered wife nagged at him. By the following morning, he had mentally outlined a bold attack by which Tracey Thurman would accuse the police of violating her constitutional right to equal protection under the Civil Rights Act. No such case had ever been heard in the history of the United States, but a determined Weinstein set to work. He notified the startled police in Tracey's hometown of Torrington, of his intention to sue and hired a private investigator to dig up the complete file of Tracey's largely unproductive complaints to the police.

Burt Weinstein and his associate, Judith A. Mauzaka, devoted a total of 2,600 hours to the Thurman case. A formidable battery of opposition lawyers sought to have the case dismissed. But the senior judge in the United States District Court, M. Joseph Blumenfeld, denied the defense motions. And, in a passage that flatly contradicted the traditional attitude so long honored by law-enforcement agencies that men retain the Anglo-Saxon right to "chastise" their wives, the judge held: "A man is not allowed to physically abuse or endanger a women merely because he is her husband. A police officer may not knowingly refrain from interference in such violence, and may not automatically decline to make an arrest simply because the assaulter and his victim are married to each other."

Judge Blumenfeld's decision swung the door wide open for the jury trial itself, which got under way at the beginning of June, 1985. On June 26th, Tracey Thurman, hospitalized for seven months, permanently disabled and scarred, her left side functioning but unable to feel, her right side able to feel suffering an 80-percent loss of motor functioning, was awarded \$2,300,000.

Training Notes:





For C.J., still traumatized by his experience, there was an additional \$300,000 in punitive damages. Torrington's insurance carrier settled out of court for \$1,975,000.

The news of the verdict reverberated across the country. Alarm bells rang in every village, town and city police department. For countless women who looked in vain for police protection from their violent husbands, there was a rainbow of hope.

DEFINITIONS

Abuse, as defined in Webster's Dictionary, is "turning from proper use; ill-use; to deceive; to vilify; to violate." Therefore, any action of one person which violates another is considered "abuse". It may be physical; it may be emotional; or it may be sexual.

What is battering?

Battering is a pattern of behavior which establishes power and control over another person through fear and intimidation, often including the threat or use of violence. Battering happens when people believe they are entitled to control another person, when violence will produce the desired effect or prevent a worse one, and when the benefits of abuse appear to outweigh the consequences to the offender.

Not all battering is physical. Battering includes emotional abuse, economic abuse, sexual abuse, using children, threats, using male privilege, intimidation, isolation, and a variety of other behaviors used to maintain fear, intimidation and power.

Training Notes:

Go over the definitions carefully, being sure they understand the meaning of all the language. Ask the class to give examples of emotional and economic abuse.





Battering escalates. It often begins with behaviors like threats, name calling, violence in her presence (such as punching a fist through a wall), and/or damage to objects or pets. It may escalate to restraining, pushing, slapping, pinching. The battering may include punching, kicking, biting, sexual assault, tripping, throwing. Finally, it may become life-threatening and seriously injurious behavior such as choking or breaking bones. (National Coalition Against Domestic Violence, 1993.)

Because physical abuse is easier to recognize than sexual or emotional abuse, it is often the criteria upon which an abusive relationship is identified. It is important to realize each state defines battering differently.

Training Notes:

Using your disk, you should have already copied the exact language of your state's abuse and battering statutes into the Student Manual. Go over the definitions carefully, being sure they understand the meaning of all the language. In order to get all the relevant statutes included, you may need to:

- ◇ reduce the font size on your computer
- ◇ xerox the statutes and tape them to the page before printing your Student Manual
- ◇ add a page (don't number the page, however, or all the remainder of your pages will be out of sync)



“Disagreeing” or “fighting” is not abuse. Persons can be angry with one another without being abusers. Following is a list of three types of abuse and some of the characteristics of each.

Physical	Emotional	Sexual
pushing/shoving	name-calling	calling sexually
pinching	criticizing	derogatory names
scratching	threatening	continued sexual
kicking	publicly humiliating	advances after being
hitting with hand	controlling	told “no”
or object	isolating from others	unwanted or uncomfort-
abandoning in	ignoring feelings	able touching
dangerous place	behaving jealously	forced sex
restraining person to	destroying abused	minimizing victim’s
keep him/her from	possessions	feelings
leaving	refusal to work or	treatment as an object
	share money	withholding sex/affection

Accountability

Domestic violence has a severe physical, emotional and financial impact on its victims. The physical injuries can be severe and they usually get worse over a period of time.

Some domestic violence episodes end in homicide.

Training Notes:

Emphasize to the class the differences between fighting, disagreeing and abuse. Give examples of “healthy” ways to disagree or fight without belittling, criticizing, or intimidating. Explain that having a difference of opinion is OK and should always be respected. Refusing to listen, compromise or forcibly getting your way is a form of abuse.

Begin discussing the severe physical, emotional and financial impact of domestic violence. Stress that domestic violence can end in a homicide.



A unique feature of domestic violence is that the victimization comes from one whom the victim trusts. Feeling betrayed may cause more pain than the physical injuries. The victim's sense of control and trust has been violated, leaving her feeling extremely vulnerable. The violence often makes it difficult for victims to develop healthy interpersonal relationships with others. Many victims are financially dependent on their spouse, and if they leave their spouse, often with children, they have little to no financial support.

No one, regardless of the circumstances, has the right to use physical violence to control, intimidate or punish another human being.

Battering crosses all racial and ethnic lines and is found in all religious groups and social class levels. It can be perpetrated by males or females in heterosexual or homosexual relationships. According to the FBI, a woman is battered every 15 seconds.

Battering is widely under-reported because of the social stigma attached. Individuals are ashamed to reveal to anyone, even parents, siblings and close friends, when they are beaten.

CYCLE OF DOMESTIC VIOLENCE

Domestic violence - also called spouse abuse, family violence, battering, woman abuse, wife-beating is the use of abusive and violent behavior among people who are married, living together, or have an ongoing or prior intimate relationship. Approximately ninety-five percent of the victims of domestic violence are women.

Training Notes:

Discuss the issues of "trust" and "sense of control." Ask the class to comment on what "trust" means to them. Record their responses on a flip chart. Next ask them how they felt when that trust was violated.

Compare their feelings to someone who was abused. The feelings are similar.

Point out why domestic violence is under-reported. Be sure to explain that SHAME is the major reason why victims fail to report the crime.



Battering occurs among people of all races and ethnic groups, socio-economic levels, educational backgrounds, and occupations. It is reported less often in upper classes.

Physical violence is a learned behavior. How a person deals with feelings of rage, frustration, or tension is a choice. Some believe that it is acceptable to demonstrate strong feelings by using violence. Battering is an exercise in power and control. A man may have a variety of reasons and excuses for abusing his partner, but it is important to understand that only the violent person is responsible for the abuse. Victims do not provoke or cause the violence against themselves.

All individuals experience intense feelings of anger and frustration at some point in their lives. Domestic Violence, however, *is a system of abusive behaviors which are used to maintain power and control.* Many people think of domestic violence as a physical act, such as pushing or hitting. It also includes threatening with any weapon, objects being thrown at the victim, refusing help when the victim is ill, and reckless driving.

The victim comes from all walks of life. Two main risk factors are: 1) Having been abused or witnessed abuse as a child, and 2) being female. The victim frequently has a low self-esteem, economic dependence, fear of greater danger to self/children, cultural and religious belief considerations, lack of emotional support, and the hope that things will change.

Training Notes:

On a flip chart, over-head, or blackboard write: **PHYSICAL VIOLENCE IS A LEARNED BEHAVIOR.**

Emphasize perpetrators must be held accountable for their actions.



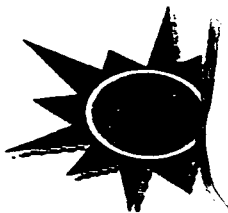


CYCLE OF VIOLENCE

Honeymoon Period

Calm stage (this stage may decrease over time)

Denial of violence, say they are sorry and promise it will never happen again.



Tension Building
Increased tension, anger, blaming, and arguing.

Abusive Incident

Battering-hitting, slapping, kicking, choking, use of objects or weapons. Sexual abuse. Verbal threats of abuse.



Training Notes:

Go over the Cycle of Violence diagram. The following three pages explain how a victim could get caught up in this cycle and not realize how serious the abuse is getting.



Most abusive relationships follow this behavioral pattern. The cycle spirals inward, becoming more and more frequent and severe until, at its worst, someone dies.

Over time the battering affects the victim with increased risks of abuse, emotional problems, illness, increased fears, anger and the possibilities of increased injuries or death. Many, if not most, just want the violence to end, not the relationship. The victim continues to stay, trying any tactic to stop the violence.

The batterer, meanwhile, continues to have an increased belief that the power and control he wants are achieved by violence. Violent behavior increases, along with emotional problems and a decrease in self-esteem for the victim. The batterer's emotional dependence, insatiable ego needs, and accepting of no blame for failures (marital, familial, or occupational) coupled with their suggestion that change and improvement will happen when the victim changes her ways, can be well masked depending upon their level of social and educational sophistication.

It is rarely questioned why the abuse continues or why it is tolerated. The question is more often, "Why does the victim stay?" Batterers are rarely held accountable for their actions until there is visual evidence of their choice method of control. Victims are often concentrating so completely on surviving from day to day, they don't see that they are imbedded in a cycle. An outside comment from an observer such as "Why do you allow that [verbal or physical or other abusive action]? You deserve so much more, you are such a wonderful person" can plant a seed of reality in their situation.

Training Notes:





The batterer, being smart enough to hide his/her actions from most, is assuredly smart enough to detect resistance from his partner, and increases the inward spiral of the cycle of abuse. At the point of leaving, a victim is in most danger.

Shelters and counseling programs are available in most areas, for both male and female victims. Getting the information to the unaware victim is not always easy.

Even more difficult is helping the batterer become aware of the situation. There are many types of batterer programs available. It is estimated that at least six months to one year participation is necessary in such programs to begin to break the cycle of violence. By the time a batterer enters a program for “anger control” they are often wise to the system, a skill they developed in order to disguise their abusive behaviors.

(Adapted from materials written and produced by the National Woman Abuse Prevention Project, The Women’s Haven and The Women’s Shelter)

REMEMBER:

1. Anger is a natural emotion.
2. The person who uses violence is the one who is responsible for that action.
3. Hurting someone is not okay.

Training Notes:

Have someone in the class read aloud the items under **REMEMBER**. Discuss these concepts as a review.





3. Name three of the "solutions" to domestic violence in our society noted in the video.

hotlines
legal protection
support groups

shelters
counseling (victim, batterer, and family)
prevention strategies and early detection

THINK ABOUT...



Read the following statement and place a T or F in the margin to the left indicating whether you think the statement is true or false. Be prepared to discuss your answers.

- _____ 1. **The battered women syndrome affects only a small percentage of the population.**
FALSE: Accurate statistics are not available on the number of abused women. This phenomenon, like rape, is a highly under-reported crime.
- _____ 2. **Wives batter husbands, too.**
TRUE: Figures available indicate that for every battered husband there are ten battered wives. The difference lies in the context of violence: women suffer far greater physical injury than men.
- _____ 3. **Battering is restricted to poorly educated families from lower social-economic classes.**
FALSE: Battering is found in all social-economic classes. An unusually high incidence is found among police, physicians and men in the helping professions.
- _____ 4. **Husbands and wives have always fought. It's natural and can't be bad.**
FALSE: There is occasional conflict in every family, but the distinguishing feature here is the severity and intensity of violence. According to police, the home is the "nursery school of violence," not the streets. To eliminate violence in society, we must first rid the home of violence.
- _____ 5. **A slap never hurt anyone.**
FALSE: Domestic violence is distinguished by the frequency, which can be over several years. Physical injuries range from a black eye to broken bones, burst eardrums, split lips, burns and scalds, through attempted strangulation. Women are frequently hospitalized. Injuries can end in death. Constant exposure to beating is also damaging mentally, in terms of the individual's self-esteem, self-worth, and self-confidence.

Training Notes:

Ask the class to take the True/False test. Allow time to discuss each statement.



_____ **6. Battered women are masochistic and enjoy it, otherwise they wouldn't stay.**

FALSE: Women may be reluctant to leave for a complex set of factors, such as shame or concern for the abuser. When a woman does leave, it does not guarantee that the beating will stop. Batterers will often go to great lengths to trace their spouse or girlfriend in order to continue the abuse.

_____ **7. Some women provoke a man and deserve to get beaten.**

FALSE: beatings are generally unpredictable, and it does not seem to matter how a woman acts or what she says; whether she is passive or assertive. beatings tend to increase in frequency and severity, even when someone provokes a disagreement, no one deserves to be beaten.

_____ **8. Batters are psychopathic.**

FALSE: Batterers may lead "normal" lives in all aspects except their inability to control aggressive impulses.

_____ **9. The batterer is not a loving person.**

FALSE: He is not always brutal. Particularly after a violent episode, the husband is often remorseful and often promises that it won't happen again.

_____ **10. Alcohol abuse cause violence.**

FALSE: Drinking lowers control of inhibitions over violent behavior, but the drinking may be used as an excuse to let down these inhibitions. According to statistics, one-third of batterers do not drink at all.

_____ **11. Men who batter are reacting to the feminist movement.**

FALSE: Wife beating existed and was legal for centuries before feminism. Only recently have laws been passed against wife beating, largely as a result of feminism.

_____ **12. Most of society does not condone domestic violence.**

FALSE: By tolerating it, society accepts it as normal. In a recent survey among college undergraduates, it was found that over 60 percent of the men and women thought it was okay to "slap" a wife.

Training Notes:





13. The police do not take domestic violence seriously.

FALSE: According to the 1990 Law Enforcement Management and Administrative Statistic Survey (LEMAS), 93% of large local police agencies and 77% of the Sheriffs departments have written policies concerning domestic disturbances and how to respond. (U.S. Department of Justice, Bureau of Justice Statistics, 1994)

14. Shelters break up families.

FALSE: To suggest shelters break up families is like saying that hospitals cause auto accidents.

15. A batterer also beats his children.

FALSE: He may not necessarily abuse the children. However, in three out of four violent marriages which have children, the children are physically abused. What is so evident is that children from abusive homes tend to seek violent relationships with adults.

16. Once a batterer, always a batterer.

FALSE: No. A number of counseling programs for the batterer assist in his finding nonviolent solutions to problems. It is important to realize, however, that nine out of ten batterers do not believe they need to end their violence and so never seek counseling.

17. Once a battered woman, always a battered woman.

FALSE: There is growing community awareness of the plight of battered women and their children. There are counseling programs offering support and help with housing and employment, hotlines which provide crisis counseling and referrals and shelters which provide safe refuge.

(From the Los Angeles Commission on Assaults Against Women and the U. S. Department of Justice, Bureau of Justice Statistics, 1994)

Training Notes:





Why Do Women Stay In Battering Relationships?

- ◇ **Economic Dependence:** "I can't make it on my own."
- ◇ **Parenting:** "The children need a father."
- ◇ **Religious Pressure:** "Divorce is a sin."
- ◇ **Extended Family Pressure:** "I should be able to keep my family together."
- ◇ **Fear:** I'm afraid of being alone, of being on my own. I'm afraid I can't cope with home and the children by myself.
- ◇ **Fear:** "I'm afraid he will find me and kill me, the kids, and/or my family if I leave."
- ◇ **Loyalty:** "If he had cancer, I'd stick by him. This is a disease, too, and I need to help him."
- ◇ **Pity:** "He's really so much worse off than I am. I feel sorry for him."
- ◇ **Rescue Complex:** "If I stay, I can save him and help him get better."
- ◇ **Fear of His Suicide:** "He says that he'll kill himself if I leave."
- ◇ **Denial:** "It's really not so bad. Other people have worse problems."
- ◇ **Love:** "I love him, and he is often quite loving and lovable when he's not being abusive."
- ◇ **Duty:** "I said I'd stay married to him "till death do us part."
- ◇ **Guilty:** "He says our marital problems are my fault. I caused his difficulties and his problems."
- ◇ **Responsibility:** "It's up to me to work things out and save the marriage."
- ◇ **Shame, Embarrassment, Humiliation:** "I don't want anyone to know."

Training Notes:

Have someone in the class read aloud the list of "Why Women Stay in Battering Relationships." Ask if anyone has heard these comments before.



- ◇ The Dream: “I believe in the American Dream of growing up and living happily ever after. To let go of that dream and get a divorce would be very hard for me.”
- ◇ Identity: “I need a man in order to be complete.”
- ◇ Optimism: “Things will get better.”
- ◇ Low Self-esteem: “It must be my fault. I must deserve it. I’ll never find anyone better. A little love is better than no love at all.
- ◇ Sex Role Conditioning: “This is just the way men are.”
- ◇ Survival: “I can’t survive on my own. I have no work skills, no car, no access to money, no place to stay, and no support network.”

THINK ABOUT...



Think of someone you know who has been battered. Go over the list above and put an “X” by every reason you think why she stayed. Then go back and circle the “X’s” you think were legitimate reasons for staying.

CHILDREN IN VIOLENT HOMES

Children from violent homes come from all walks of life. They suffer emotional trauma and psychological scars from watching the abuse. Fear, instability, and confusion replace the love, comfort and nurturing they needed. They may feel guilt for the violence, or blame themselves. A poor self image usually develops with a mixture of hope and depression, deceptiveness, and social isolation. In this type of dysfunctional relationship, children may adopt the abusive behavior itself, or develop other inappropriate behaviors.

Training Notes:

Read THINK ABOUT... aloud. Record their legitimate responses on a flip chart. Ask the class how they came to those answers.

The following four pages address “ Children in Violent Homes”. This section could be a trigger topic for those who witnessed domestic violence and/or received physical assaults.

Be very aware of the body language, responses and attention spans of the students.



Children are often the unintended victims of battering. Children in violent homes face dual threats: the threat of witnessing traumatic events, and the threat of physical assault. The following statistics are excerpted from "A Guide to Research on Family Violence, 1993." Children of abused women may:

- ◇ Be injured during an incident of parental violence;
- ◇ Be traumatized by fear for their mother and their own helplessness in protecting her;
- ◇ Blame themselves for not preventing the violence or for causing it;
- ◇ Be abused or neglected themselves.

Child Abuse in Violent Homes

- ◇ The risk of child abuse is significantly higher when partner assault is also reported.
- ◇ Nearly half of men who abuse their female partners also abuse their children.
- ◇ Nationally, 75% of battered women say that their children are also battered. One study found that one-third of the families reporting a violent incident between the parents also reported the presence of child abuse.

Training Notes:





- ◇ Women being battered are less able to care for their children. Eight times as many women report using physical discipline on their children while with their batterer than when living alone or in a non-battering relationship.

Witnessing Parental Violence

- ◇ Over 53 million children are at risk of exposure to parental violence each year.
- ◇ Children from violent families can provide clinicians with detailed accounts of abusive incidents their parents never realized they had witnessed.

The Impact on Children

The damage inflicted by living in a home with severe parent-to-parent violence is often overlooked. The immediate impact of this exposure can be traumatic—fear for self, fear for their mother’s safety, and self-blame.

- ◇ The range of problems among children who witness parental violence includes psychosomatic disorders, such as stuttering, anxiety, fear, sleep disruption, and school problems.
- ◇ Children older than five or six have a tendency to identify with the aggressor and lose respect for the victim.

Over a longer period of time, the child’s exposure to violence may lead to later violence on the part of the child—as well as to other serious emotional and behavioral problems.

Training Notes:



- ◇ Violence witnessed at home is often repeated later in life. Violent parental conflict has been found in twenty to forty percent of the families of chronically violent adolescents. Seventy-five percent of boys who witness parental abuse have demonstrable behavioral problems.
- ◇ A comparison of delinquent and nondelinquent youth found that a history of family violence or abuse was the most significant difference between the two groups.
- ◇ Child and adult victims of abuse are more likely to commit violent acts outside the family than those not abused. Abused children are arrested by the police four times more often than non-abused children.

Frequently, battered women are blamed for the violence their children experience as a result of living with an abusive father. For instance, courts and Child Protective Services have penalized battered women for "failure to protect" by having the children taken away. Fathers' rights groups have used statistics as a tool against battered women in custody disputes. In reality, battered women strive to protect their children from violent partners. They strive to be good parents despite their own terror, depression, and injuries inflicted

Training Notes:





by their partners. Often, battered women leave abusive relationships for the sake of their children. At the same time, many of them return to the relationship because they become homeless, are no longer able to provide for their children, and fear losing custody of the children.

It is always the abuser's responsibility to stop abusive behavior. It is this behavior that endangers children of battered women and their mothers.

Courts should consider the effects of parental violence in custody and visitation cases. Counseling should be available to help children from violent homes avoid the serious consequences of abuse. (National Resource Center on Domestic Violence, 1993).

THINK ABOUT...



If you witnessed violence in your own home write in the space below how you think it affected you. You will not be asked to share this in the group unless you choose. You may want to discuss your answer with your counselor.

Training Notes:

Ask the class to complete the question under **THINK ABOUT...** Give the students at least 10 minutes to answer this question. Provide a short debriefing to address any reactions that may have been triggered through the exercise. This would be a good time for a short break.





BATTERERS

Abusers, or batterers, come from all walks of life. Two main risk factors are: 1) Abused or witnessed abuse as a child, and 2) Being male. However, statistics indicate that five percent of the victims are male with female abusers. While not violent in other relationships, such as at work or with friends, abusers often have a rigid and traditional view of sex roles and parenting. Their focus is on their own needs and not on the pain or fear they cause their victims. Alcoholism or drug abuse does not cause battering. Batterers have learned, for the most part, that there are few negative societal consequences for their behavior. Often they deny an incident or blame the victim. Common to all is refusal to accept responsibility for their actions.

PREDICTORS OF DOMESTIC VIOLENCE

People often wonder if there are any signs that occur before actual abuse that might serve as clues to potential abuse. Think of an abusive person you know and answer the following questions “yes” or “no”.

1. Did he grow up in a violent family? _____
2. Does he tend to use force or violence to “solve” his problems? _____
3. Does he abuse alcohol or other drugs? _____
4. Does he think poorly of himself? _____
5. Does he have strong traditional ideas about what a man should be and what a woman should be? _____
6. Is he jealous, not just of other men but also of her girlfriends and family? _____

Training Notes:

Discuss how self-centered, rigid, and traditional in thinking batterers typically are. Reiterate alcoholism or drug use does not cause battering.

Typical behavior of the batterer includes, denying or blaming the victim and refusing to accept responsibility for their actions.

Ask the class to answer the questions under **Predictors of Domestic Violence**. Discuss their responses. Assure the students they need not reveal the name of the individual they are thinking of.



7. Does he play with guns, knives, or other lethal instruments? _____
8. Does he expect women to follow his orders or advice? _____
9. Does he go through extreme highs and lows, as though he is almost two different people? _____
10. When he gets angry, do you fear him? _____
11. Have you seen him treat her roughly? _____
12. Do you feel threatened by him? _____

(National Coalition Against Domestic Violence, 1993)

THINK ABOUT...



Read the following and answer the questions. Be prepared to discuss your answers in class.

Juanita and Jose have been married for five years and have one child. Juanita does not work. Jose started beating Juanita when she was pregnant. Juanita says that Jose is a good father and works hard and only hits her when he drinks or when she does something wrong. Jose gets drunk about twice a month.

1. **Should Juanita stay with Jose? Explain your answer.**

Encourage students to use information from "Why Do Women Stay in Battering Relationships?" to answer the question.

Training Notes:

Read the story of Juanita and Jose aloud. Have the students jot down their answers. Discuss their responses.



2. Should Juanita tell someone what is going on? If yes, who should she tell?

This is a good opportunity for instructors to discuss why some victims choose to tell what is going on and others decide to remain silent. Shame, embarrassment and humiliation are often key factors.

3. What could Juanita do wrong that would make it okay for Jose to hit her?

Remind students that it is never O.K. to hit your spouse (self-defense is an exception).

4. Do you think that Jose and Juanita's child is going to be affected by this violence? If so how?

Information from "Battered Wives, Shattered Lives" can be used to answer this question.

5. Is alcohol really Jose's only problem?

The contribution of alcohol to domestic violence should be thoroughly addressed. Alcohol often contributes to the level of severity of the violence- alcohol does not cause domestic violence.

6. Do you think it is harder for women with children to leave? Why?

Emotional and financial issues should be covered.

Training Notes:



PERSONALITY TRAITS OF ABUSERS

Family Background

A violent person was often raised in a violent home:

- ◇ 73% of batterers were abused as children
- ◇ 60% of boys who witness violence in the home grow up to abuse their adult mates

Personality

Batterers typically:

- ◇ SUFFER from low self-esteem and insecurity
- ◇ ADHERE strictly to stereotypical sex roles
- ◇ FEEL an obsessive need to be “in control”
- ◇ EXPRESS all emotions as anger and ACT abusively on that anger
- ◇ PRESENT a “Dr. Jekyll-Mr. Hyde” personality—bouts of violence alternate with periods of tenderness and affection

Social Relationships

In the context of intimate relationships batterers typically:

- ◇ ARE unable to maintain relationships except on a superficial level
- ◇ ARE isolated and often described as “loners”
- ◇ ARE inappropriately jealous of their partner’s friends and contacts
- ◇ BLAME others, particularly their wives or partners, for their own problems

Training Notes:





- ◇ USE sex as an act of aggression to exert control and boost self-esteem
- ◇ ACCEPT violence as an appropriate solution to conflict
- ◇ DO not expect their violence to have negative consequences

(This information was adapted from *The Battered Woman* and *AMEND*, Lenore Walker, and Jennifer Fleming)

The Importance of the Victim in the Life of the Abuser

1. Their mate is someone to control so that they can feel in control.
2. Their mate is someone to hurt by whom they can be forgiven - - an unconditional love.
3. Their mate is someone to complete their sense of wholeness - - an extension of their ego, a reflection of themselves.
4. He needs her perhaps more desperately than she needs him, but his needs are so frightening to him that in order to conceal them and to avoid vulnerability he destroys his mate's emotional and physical power. A powerless, helpless, fearful wife will not leave him.
5. His mate is someone to reaffirm his sense of masculinity, his feelings of worth, his feelings of power.

To Lose His Mate

1. Means to lose control
2. To lose his sense of emotional protection and acceptance
3. To lose self esteem
4. To lose a part of his identity

Training Notes:





THINK ABOUT...



Danielle and Michael have been living together for two years. Tonight, Michael came home and was angry because dinner was not ready. Danielle and Michael argued and Michael lost control and began hitting and kicking Danielle. He then left the house in their car.

Danielle had several injuries including a large cut above her right eye that was bleeding. She also thought that her ribs were cracked.

Check the feelings that you think Danielle might be feeling:

- | | | |
|------------------|------------------------|-------------|
| fear | sad | responsible |
| anger | love for abuser | confused |
| hopelessness | responsible for abuser | upset |
| helplessness | guilty | depressed |
| feeling isolated | ashamed | suicidal |
| insecure | embarrassed | other |

1. Choose one of the feelings you checked above and explain your choice.

Training Notes:

Ask students to read the case example of Danielle and Michael. This case provides the students with an opportunity to begin thinking of solutions or options available to remedy the violent situation.

Encourage students to consider the alternatives and emotions through Danielle's eyes.

Ask students to share their responses from the following pages.





2. If Danielle was your sister which of the choices shown below would you want her to do?
Circle your choices and then go back and number your choices as to what you would want her to do first, second, third, etc.)

- ◇ Call the police.
- ◇ Leave the house and go _____
- ◇ Call an ambulance.
- ◇ Call a friend or _____
- ◇ Do nothing and hope his mood improves before he comes back home.
- ◇ Wait for him to return and ask him to take you to the hospital.
- ◇ Call a hotline for battered women and hope they can tell you what to do.
- ◇ Try to find a place to stay for the night until he has cooled down.
- ◇ Leave and plan not to return ever.

Training Notes:





3. **Why did you choose the decisions you did?**

4. **What problems did your decision solve?**

5. **If you chose to leave the house, what items would you try to take with you?**

6. **How would you get away from the house when he has the car?**

Training Notes:





PERSONAL SAFETY

Watch the video “The Tracey Thurman Story”. Based on information learned in this chapter and the video, respond to the following questions:

1. **If you were a victim of domestic violence, what would you do, what resources are available to you (consider self, family, and community).**

Look for focus on non-violent actions (i.e., go to a shelter, call police, seek counseling, leave.)

2. **List five ways that you could assist one of your family members who becomes a victim of domestic violence.**

financial help
counseling intervention
contact local resources
contact police
take care of children
run errands
encourage with positive comments

3. **How can you as an individual impact the community to take a responsible role for the prevention of domestic violence.**

Encourage students to explore both individual and group action which could impact the community.

Training Notes:

Show the video, “The Tracey Thurman Story.” Then ask the class to jot down their reactions to the questions. Discuss their answers as a group.



Research Relating Response To Stress And Violent Relationships

Extensive study since the 1970's has related stress to family and marital violence. Statistics from this research indicate that a family is most at risk for violence when there are two or more children, when the husband and or wife experiences considerable life stress within a year, and where decision-making is concentrated in the hands of one person. These researchers also indicate that a child who grows up in a home where stress is responded to in a violent way is at risk for responding in a similar way to stress.

Koss (1988) had done research with adolescents relating life events stress to dating violence. Students were to look at situations which cause stress in their lives. The findings indicated that of similar studies addressing the rate of courtship violence: about 21%, of men reported being violent because of life changes.

THINK ABOUT...



1. How would you define "stress"?

Stress is the feeling of pressure, hardship, "weight of the world", "being a teenager", "being locked up" etc.

2. What kinds of things cause you stress?

Students should be encouraged to think past the obvious of being incarcerated, or on parole/probation.

3. When you feel stressed or pressured, how does your body feel?

Tense; tired; headachy; can't breathe easily

Training Notes:

Ask students to jot down their responses to the questions. Write responses to question #2 on a flip chart. Encourage students to be specific with their responses for question #2. You want students to identify stressors in their lives currently.



4. **How do you feel now?**

Tense, irritable, incapable of getting everything done, panicky, angry, etc.

THINK ABOUT...



Watch the video “When the Good Times Go Bad”. Answer the following questions.

1. **In what ways was Karen abused?**

Karen was abused physically and emotionally. Physically she had a bruise on her arm and a cut lip. Gary knocked her down in the gym. Emotionally, Karen is humiliated by Gary in public and he reacts with jealous with jealous anger to her speaking with other boys. Gary lays down the groundwork for a controlling relationship in the first scene (I’m going to all the football games with him and when the season’s over... he’s gonna take me home every day... He wants me to call him every night...etc.)

2. **How did Karen, Gary and others suggest that Karen was the blame for the treatment she received?**

If Karen didn’t talk to other boys Gary wouldn’t be jealous
Jeff sees Karen as someone who got what she went after. Gary
Karen says, “Gary, what did I do wrong?”
Karen feels responsible for Gary and that she wouldn’t let her get out of the relationship
Karen may have been doubting her ability to have a healthy relationship with a boy.

3. **Certain characteristics are found in many people in violent relationships. Do you see any of these in Karen and/or Gary? (Family history, exaggerated sex roles, violent reaction to stress, low self-esteem)**

No one, has the right to use physical violence to control, intimidate or punish another human being.

Training Notes:

Show the video, “**When the Good Times Go Bad.**” This is a story of four young people, two of whom are caught in a violent relationship. The story tells how the four finally come to grips with this problem. The account is true to what is known about courtship violence-its association with exposure to earlier forms of violence in the family (child abuse or witnessing abuse between one’s parents; relationship; difficulties; jealousy; the rigid sex roles of exaggerated masculinity and feminine passivity; the illusions of romanticism which so gently beguile; and the fear and isolations which ultimately entrap).

After viewing the video, ask students to jot down their reactions to the questions.



4. **What evidence indicates that the cycle of violence was developing in this relationship?
(Tension-building, Battering incident, and Honeymoon phase)**

Students may use information from the "Personality Traits of Victims and Abusers" to answer this question.

5. **What might have happened after the last scene (in the restaurant?)**

Karen might leave with Jeff and Elizabeth, relieved that everything is out in the open. Gary might offer no resistance. Karen might want to leave with Jeff and Elizabeth, but Gary could physically try to keep her from going.

Sex Roles and Stereotypes in Relationships

Much research supports the theory that most violent homes are those where one person is dominant and controls decision-making. This person is usually the male. Historically in our society, men have been known as the "protectors" and "breadwinners" of the family while women have been the "nurturers" and "homemakers". With these family titles or roles have come expected behavioral traits: men have been known to be "tough" or "aggressive" while women have been expected to be more "passive".

There is nothing wrong with a woman's choosing a homemaker role and a man's choosing to be the sole breadwinner if both persons are comfortable with that decision and neither feels a loss of self-esteem or identity. A dominant personality often chooses a submissive one as a partner and the relationship works out satisfactorily.

Training Notes:

Discuss sex roles and stereotypes within relationships. Ask students for their opinions regarding sex roles and stereotypes. Ask them if they have any pre-conceived ideas about either.



If, however, a passive person finds her/himself locked into a relationship with a controlling person, or if a person is made to act out a submissive role by an abusive partner, these stereotypical traits can be very unhealthy. It is important that we:

- ◇ Freely choose the kind of person we want to be
- ◇ And are allowed to be that person within our relationships

(Reprinted from "Presenter's Manual - When The Good Times Go Bad: Teenage Dating Violence", produced by Turning Point and The Columbus Service League, P.O. Box 103, Columbus, Indiana 47202)

THINK ABOUT...



Don't Get Trapped With Stereotypes

Directions: List some qualities you look for in choosing a female friend. Then list qualities you look for in choosing a male friend. These adjectives will get you started:

a good listener	a "party" person
affectionate	agreeable
athletic	bashful
cute	decisive
easy-going	friendly
helpless	honest
jealous	kind
mean	moody
reliable	responsible

Training Notes:

Read the THINK ABOUT... aloud. Start the class off with some of the qualities you look for when choosing a male or female friend. Discuss the student's choices. Ask students to justify their responses.



sexy	smart
a "take-charge" person	adventurous
aggressive	assertive
confident	confrontive
dependable	eager
good-looking	happy-go-lucky
intelligent	intense
loner	loving
not too good-looking	passionate
restless	sensitive
strong	tender
warm	

I like my female friends to be:

I like my male friends to be:

Are your lists the same or different?

Training Notes:





Should they be the same or different?

Are you guilty of using sex-role stereotypes?

(Reprinted from "Presenter's Manual - When The Good Times Go Bad: Teenage Dating Violence", produced by Turning Point and The Columbus Service League, P.O. Box 103, Columbus, Indiana 47202)

Where Can You Find Help For The Abused and The Abuser?

There are people who can help you:

- ◇ Your parents
- ◇ Your teachers
- ◇ Ministers
- ◇ Guidance counselors
- ◇ Local domestic violence agency
- ◇ Domestic violence hotlines
- ◇ Mental health center
- ◇ Family counseling agency

Training Notes:

Ask the class if they can think of any other places, or people who can provide some help for the abused or abuser. Validate all legitimate answers on a flip chart.





THINK ABOUT...



1. How is a strong self-identity a way to prevent dating violence?

Answer the following questions about your self-concept:

- a) What do I like about myself?
- b) What are my strengths?
- c) What long-term and short-term goals do I have?
- d) What would I like to change about myself?

Training Notes:

Ask the class to answer the questions on this and the following page. Encourage the class to search inside themselves for these answers. Ask the students to share their responses, if they choose.



2. Explain how you could help a friend or family member who is either a victim or abuser in a dating violence situation.

Answers should reflect information presented in the section.

PERSONAL SAFETY

Picture yourself in the following situation: You are at a party with a number of friends. You observe two of your friends arguing, both make derogatory remarks to the other. Your male friend clenches his fist and appears to be ready to strike the female. What could you do to prevent an escalation of violence: Explain three solutions.

Answers could include:

Ask the male to unclench his fist and step back

Ask the male/female to leave the situation until tempers cool down (TIME-OUT)

Intervene and explain how you care about each of them and the derogatory remarks are unacceptable and only hurting each other

Encourage students to use problem-solving skills when working through this scenario

Training Notes:





GUEST SPEAKER NOTES

Training Notes:

Several domestic violence victims would provide an impactful close to this section. Ask them to speak specifically about their post-traumatic stress disorder symptoms so the class can see the lasting ramifications. Ask the victims to share with the class, "Why they stayed." If anyone in the class is disrespectful to the victims, remove the person immediately. Discuss the reactions of the class only after the victims have left.









SUPPLEMENTAL RESOURCES

Use the following materials either as resources for yourself as a trainer or if you wish to expand class materials.





THE VIOLENT EPIDEMIC

- ◇ According to the National Coalition of Domestic Violence, a woman is beaten every 12 seconds. That represents 5 women per minute, 300 per hour, 7,200 per day.
- ◇ According to the Surgeon General, domestic violence causes more injuries than rape, mugging and car accidents - combined.
- ◇ 62% of sons over age 14 are injured when they attempted to protect their mothers from attacks by abusive male partners. (Bachman, 1994).
- ◇ Medical expenses from domestic violence total at least \$3 to \$5 billion annually. Businesses forfeit another \$100 million in lost wages, sick leave, absenteeism and non-productivity. (Domestic Violence for Health Care Providers, 3rd Edition, Colorado Domestic Violence Coalition, 1991).
- ◇ Up to 50% of all homeless women and children in this country are fleeing domestic violence (Elizabeth Schneider, Legal Report Efforts for Battered Women, 1990).
- ◇ Approximately 1,155,600 adult American women have been victims of one or more forcible rapes by their husbands. (Crime Victims Research and Treatment Center, 1992).
- ◇ Family violence kills as many women every five years as the total number of Americans who died in the Vietnam War. (American Medical Association, 1991).
- ◇ More than 50% of all women will experience some form of violence from their spouses during marriage. More than one-third are battered repeatedly every year. (National Coalition Against Domestic Violence, 1993).
- ◇ Between 15% to 25% of pregnant women are battered. (National Coalition Against Domestic Violence, 1993).



- ◇ One recent study found that possessiveness, which included infidelity, fear of termination of the relationship, and sexual rivalry, was the most prevalent reason given for a male offender to kill his romantic partner. Female offenders killed much more often for self-defense than for any other reason. (Rasche, 1993).

- ◇ Military families experience a significantly greater amount of spousal violence than civilians, according to a recent comparative survey. This study showed no significant racial difference. There was a significantly higher amount of slapping and hair pulling among those commissioned than those enlisted. (Cronin, 1995).

- ◇ An analysis of severe husband-to-wife domestic violence indicates that husbands who were sober during the incident tend to blame their wives for the violence while husbands consuming alcohol tend to assume responsibility. (Senchak and Leonard, 1994).



Intergenerational Concept

Past research indicates that adults who were subject to severe physical discipline as children are often violent towards their spouse and children as adults. This association is usually attributed to modeling or the learning of attitudes that legitimate hitting family members.

It is often contended that physically abusive parenting practices are transmitted across generations. Also reported, individuals who were subjected to severe physical discipline as children are at risk for utilizing similar parenting strategies with their own offspring.

Kaufman and Zigler (1989) estimated that harshly treated children are approximately five times more likely to engage in abusive parenting than individuals who were not victims of severe corporal punishment.

People are apt to have only a superficial understanding of the routine parenting practices used in families other than their own and, consequently, are likely to accept the actions of their parents as typical.

Data indicates that adolescents and adults who engage in domestic assault often have had contact with the police for a variety of criminal behaviors.



The Sources Of Help

List your local and/or states shelters, agencies and organizations.





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WORDS TO KNOW

elder

dependent adult

elder physical neglect

elder emotional abuse

elder financial abuse

elder physical abuse

surrogate abuse

caregiver

OBJECTIVES

As a result of this lesson you should be able:

- ◇ define elder abuse
- ◇ identify reasons why elders are abused
- ◇ list types of crimes against the elderly
- ◇ explain the impact of abuse on elders
- ◇ describe ways to prevent elder abuse and neglect

Training Notes:

Ask the class if they had ever considered the fact that elderly people, in completing the circle of life, need to be cared for like children. Then ask if they knew there were laws against elder abuse and neglect, just as there are laws against child abuse and neglect. Point out the similarities in the **WORDS TO KNOW** sections of the Child Maltreatment chapter and the elder abuse chapter.

Spend a few moments looking at the chapter **OBJECTIVES** and ask if the class would like to add any.





THINK ABOUT...



Read the following scenarios, and, based on your best guess, choose the kind of crimes against the elderly you believe each case represents from the **WORDS TO KNOW**.

- ◇ Joan is an 84-year-old widow living with her grand-niece in a nice rural setting. Her home environment is clean, but the landlord has noticed bruises on Joan's face and arms. Suspecting abuse, he notified County Adult Protective Services (APS) program. After assessing the situation, the APS investigator found that Joan was being beaten and slapped by her grand-niece. APS removed Joan from the home and placed her with a new caretaker.

Crime: _____

- ◇ Alex is a 77-year-old man whose house is cleaned twice a week by a neighborhood volunteer. When a next door neighbor did not see Alex come out of the house for several weeks, she suspected something was wrong. She notified the County Sheriff's Department. Sheriff's investigators discovered that the volunteer cleaning person had often isolated Alex in a room and shouted obscenities at him because she said he caused her to have to do too much work. The matter was referred to APS, who helped Alex find a new cleaning person.

Crime: _____

Training Notes:

Ask the class to read the scenarios on this and the following pages and make their best guess about what kind of abuse is being described. If anyone in the class cannot read, you may want to place the class in small groups with those who can, taking turns reading aloud. They are to write elder physical abuse, elder emotional abuse, elder financial abuse, or elder physical neglect on the line after each scenario.

In beginning the large class discussion, ask if anyone has had experience with Adult Protective Services, and if so, to describe their experience.



- ◇ Eighty-one-year-old Mitsuko is a recent widow, residing alone in her home. A friend suggested she allow a college student to move in with her as a boarder to help pay for expenses. Soon after, the student allowed two of his friends to move in without offering to pay Mitsuko any additional rent. Next door neighbors, who regularly kept an eye on Mitsuko, became worried when they noticed groups of young people coming and going from the house at all hours. They phoned the City Police Department to report the matter. Police investigators found that the students had threatened Mitsuko and had used her automated bank teller card to withdraw large sums of money. The students were arrested and Mitsuko is once again living alone.

Crime:

- ◇ Eighty-two-year-old Eva is paralyzed. Her eldest son was legally granted conservatorship of her estate and they live together in a four-bedroom home. When a younger son who lived out of state came to visit, he contacted APS to report that his mother was living in an environment that he believed was unfit. An APS investigator visited Eva's home and discovered she had been locked up and forced to live in one room that was filthy and unkempt. The representative also found that she had frequently been denied proper food and medication. After this initial visit, Eva was moved to a skilled nursing facility and her younger son was placed in charge of her financial affairs.

Crimes:

(Case studies reprinted from "Elder Abuse" Pamphlet F3-7345, California Attorney General's Crime Prevention Center)

Training Notes:





DEFINITIONS

Crimes Against the Elderly include the willful infliction of physical injury or mental anguish and the deprivation of essential services by the caregiver. The elder is one who is unable to protect or provide for him/herself and is not receiving needed services from caregivers.

Dimensions of maltreatment encompass physical abuse, physical neglect, emotional abuse, emotional neglect, deprivation, sexual exploitation, sexual assault and verbal assault. Crimes Against the Elderly laws generally state that any person or caretaker who willfully causes harm or death to an elder or dependent adult or permits the elder or dependent adult to be placed in a situation where his or her health is endangered is in violation of the law. Laws often include language specifically addressing theft or embezzlement from an elder or dependent adult.

Physical neglect is far more common among elderly victims than extraordinary violence. Such neglect may take the form of isolating the victims, tranquilizing them, leaving them in unsanitary living conditions, providing them with inadequate ventilation or heat, and so forth. Neglect includes failing to give medicine, food or personal care; and withholding aids such as dentures, hearing aids or eyeglasses.

Training Notes:

Read the **DEFINITIONS** section aloud to the class and be sure they understand its meaning. If your state statutes have a general definition of Crimes Against the Elderly, use your disk to place it on this page. Space for more specific statutes is provided on following pages.





Physical abuse includes beating, slapping, kicking or other abuse causing welts, sprains, burns, bruises or dislocations.

Financial abuse occurs when caretakers gain control over the bank account or the property of an elderly person. This type of elder abuse involves mismanaging property or even stealing property, savings, credit cards or Social Security checks. Insisting that an elder sign wills and forcing an elder to turn over stocks, bonds or savings are other forms of financial exploitation. Caretakers sometimes convert funds or transfer property without the knowledge of the elderly owner. Because of the laws in many jurisdictions, the signing of a simple power of attorney may give a caretaker or relative entire authority to dispose of property. In some cases such disposition leaves the elderly victim penniless and powerless.

Following is a case example of financial and emotional abuse.

Hannah Goldberg lived by herself in a small house that she had occupied for thirty-five years with her husband prior to his death. She felt secure with a small bank account and a monthly pension check. When her son-in-law visited her a year after her husband had died, he persuaded her to let him help her with her day-to-day finances. Within six months, her home had been sold and she had been moved into a single room occupancy hotel in a deteriorating part of the city. Her son-in-law deposited her monthly pension check and gave her an allowance of \$40 a week for food and incidentals. She died in her room nine months after the move.

Training Notes:

Using your disk, you should have already entered your own state statutes on the various forms Crimes Against the Elderly on pages 5 - 8. Additional space has been left on page 8 for forms of elder maltreatment not addressed in the text. You may need to reduce and xerox statutes directly from your statute book to make them fit on the pages. If you need to add an additional page, do not number it or the student manual and teachers manual will be out of sync.

Financial abuse may not be specifically defined by statute, so you may need to explore case law or see if extortion cases have been won by elderly victims against their caregivers.





Emotional abuse can take a number of devious forms. Common types of emotional or psychological abuse include refusing access to a bathroom, the telephone, or the radio/television; making an older person beg for food or medication; varying the temperature to the extreme; scaring an older person with stories of death and disease; and so on. Psychological abuse includes verbal harassment, threats or withholding companionship from an elderly person isolating him or her.

Following is an example of emotional abuse and neglect.

Mary Cameron's daughter placed her in a dark closet if Mary became irritable or disagreed with her daughter. She often was left there all day long without food or water. When Mary threatened to tell someone, her daughter told Mary she would have her committed if she became any more troublesome.

Training Notes:

Likewise, emotional abuse statutes are rare. Look for case law. If none exists, discuss with the class whether or not they believe emotional/psychological abuse should be against the law. This might be a good time to introduce the notion that if they know of enough cases of emotional abuse of the elderly, their own legislative advocacy could get such a law enacted. Ask if they believe that gang members who take advantage of the elderly as initiation rites should be punished in a special way. Ask if they know of examples.





Surrogate abuse takes place in the form of destruction of property or pets. Common objects for violence are articles of sentimental value to the elderly person or items that seem vital to an enjoyable life. Following is an example of surrogate abuse.

Sara Thompson's daughter-in-law killed Sara's cat. She told Sara that she had to get rid of the cat because it ate too much. She added that Sara ate too much, too. Sara lived in fear that she would be murdered as well.

ccountability

Crimes against the elderly have severe physical and emotional impact on its victims. Abuse and neglect inflict serious physical injuries and pain on elders who are often extremely vulnerable and dependent on their caretakers.

Elder maltreatment imposes severe emotional trauma on the victim. The maltreatment is most often perpetrated by one in a position of trust. The elderly person may have been abused most of his or her life by a spouse or others. Many are confused about why they were abused, often unjustly blaming themselves for the abuse. Victims feel embarrassed and ashamed about what happened and have trouble discussing the abuse. The home should be a place of comfort and refuge, but for too many elderly people it is a place of punishment and fear.

Training Notes:

Ask the class if they know of situations where a pet has been killed as a form of punishment to a child, an elder, or a spouse. This may open a discussion about animal abuse. Be prepared to deal with grief if someone in the class has had this experience. Tears are OK -- so is silence. Grief is the feeling. The expression of the grief is mourning. Many of the class may have never been given permission to mourn the loss of their pet.



As the nation's population of vulnerable elders increases, so will the incidence of elder maltreatment unless the seriousness of the problem is recognized and steps taken to prevent it.

Unfortunately, the problem of elder maltreatment has not been adequately researched and many assumptions exist. But basic information is known. First, most abusers are related to the victim, and are usually adult children or spouses. Second, the abused usually live with their abusers. Third, a majority of victims are females aged 75 and older. Last, elder abuse is usually reported by third parties (California Department of Justice, 1991).

Put yourself in the place of the elder maltreatment victims and imagine how you would feel if you were being abused or neglected. **No one has the right to abuse or neglect elders in any manner, regardless of one's circumstances.**

THINK ABOUT...



Read the following story.

Rita Yeates is a confused 91-year-old woman who is cared for by her granddaughter. On one occasion she was found in saturated adult diapers, and on another, she was restrained with ropes around her waist and had several small cuts over her eye.

Training Notes:

Have the class take turns reading the **ACCOUNTABILITY** section. Discuss the bolded statements on the next page.





Who Are The Abused?

Do you know an elderly person you think may be being abused? If so, think of that person and place an "X" to the left of the qualifying symptoms below.

- Frequently female
- Often over 75
- Usually live with their abuser
- Internalized blame — believes he/she "causes" the problem
- Often ashamed
- Passive — rarely takes action on his/her own behalf
- Socially isolated
- Compliant
- Loyal — may defend the abuser; often deny the abuse
- Dependent
- Frail
- May be suffering from a mental or physical impairment

Indicators of Elder Abuse

The following indicators do not necessarily imply elder abuse. They can, however, be helpful clues in assessing the situation. The physical assessment of abuse should be obtained from a physician or trained health practitioner.

Training Notes:

Rita is a victim of both elder abuse and elder neglect.

Before beginning the exercise on this page, ask how many suspect that they know or have known an elderly person who was being abused by someone responsible for caring for them. If there are several, break into small groups being sure that at least one person in each group thinks they know someone being abused. If only a few, ask them to share their awarenesses in the large group. They are to mark the symptoms they are aware of on pages 11-13 and then give the class more detail during the discussion.





Thinking of the same person, place an "X" beside indicators you have observed.

Physical:

- Uncombed hair or unshaven
- Poor skin condition or poor skin hygiene
- Unkempt, dirty
- Patches of hair missing and/or bleeding below the scalp
- Malnourished or dehydrated
- An untreated medical condition
- Soiled clothing or bed
- Torn, stained or bloody underclothing
- Foul smelling
- Cuts, pinch marks, skin tears, lacerations or puncture wounds
- Unexplained bruises or welts
- Bruises or welts in various stages of healing
- Burns - may be caused by cigarettes, caustics, friction from ropes or chains
- Injuries that are incompatible with explanations
- Injuries that reflect outline of object used to inflict it - electric cord, belt, hand
- Home and yard in obvious need of repair

Training Notes:





Emotional:

- Confused
- Frightened
- Extremely forgetful
- Withdrawn
- Depressed
- Helpless
- Angry
- Disoriented about time and place
- Giving unbelievable responses when asked about maltreatment
- Hesitant to talk freely

Social:

- Elder is isolated or lonely with no friends or relatives who drop by
- Family members or the caregiver isolates the elder, restricting the person's contact with others
- Elder's interaction or activity within the family is restricted or prohibited
- Family of elder is isolated
- Elder is not given the opportunity to speak for him/herself or to see others without the caregiver present
- Family has a history of violence or drug or alcohol abuse, with its members using those behaviors to cope with stress

Training Notes:

The same process should work for the exercise on this page through page 13. Point out that many elders who are abused are maltreated in several ways.



_____ **Unemployed adults with emotional problems living with the elder**

Financial:

_____ **Unusual activity in bank accounts, such as withdrawal from automatic teller machines when the person cannot walk or get to the bank**

_____ **Signatures on checks and other documents that do not resemble the older person's signature**

_____ **Checks and other documents are signed when the elder cannot write**

_____ **Lack of conveniences - TV, personal grooming items, appropriate clothing**

_____ **Numerous unpaid bills and overdue rent when someone has been designated to pay the bills**

_____ **The elder has been placed in a nursing home or residential care facility that is inconsistent with his or her income or assets. For example, a senior with income of \$2000 a month is placed in a facility costing only \$350 a month.**

_____ **The elder is denied necessary placement and/or services by the person controlling the elder's resources. For example, the elder needs services but the relative or person controlling the assets won't spend the money.**

Training Notes:

After completing the exercises, ask if anyone in the group can think of any reason other than elder maltreatment that could explain the symptoms. This might be a good time to invite a physician or Adult Protective Services worker in to further discuss identifying crimes against the elderly.





THINK ABOUT...



Read the following case example.

Annie Wilson, 76, was assaulted several times by her son who was living with her at home. Neighbors reported these incidents to the police, but the victim and her son denied everything, claiming instead that the neighbors were assaulting them!

The abuse continued until finally the son knocked his mother down, hurting her badly enough that she needed hospitalization. Although Mrs. Wilson still didn't want to press charges, the injuries were severe enough that the son was arrested and charged with felony elder abuse.

1. **What type of abuse is indicated in the case example? Explain your answer.**

Annie Wilson is a victim of both physical and emotional abuse.

2. **How did the community get involved in this case example?**

Neighbors, police, hospital

3. **What else might the neighbors have done to help Mrs. Wilson?**

Neighbors could have tried to speak with Annie privately rather than simply letting the police investigate. Perhaps she would have revealed the truth to her neighbors who would have been persistent, possibly protecting her from the assault that sent her to the hospital..

Training Notes:

Discuss the three questions on this page as a group.

Ask how the class responds to the argument that what goes on behind closed doors is nobody else's business.

Read the story again only make Annie Wilson seven years old and make her father the abuser. Ask the class if they feel any differently about the case.



Why Elders Are Abused

Adult children are the most frequent abusers of the elderly in domestic settings. Thirty-five percent of the elder abuse cases in 1994 involved adult children of the abused as abusers. "Other relatives" ranked as the second most frequent abusers (13.6%), and spouses ranked third (13.4%) (NCEA, 1995).

Many factors can lead to elder abuse. It is important to know what these problems are in order to better understand and prevent this form of societal violence.

Again, think of the elderly person you believe may be being abused. Mark an "X" by those indicators which fit the person's caregiver(s).

The caregiver may be overwhelmed by his/her own problems such as:

- drug/alcohol problems
- mental disabilities
- external stressors (divorce, loss of job, trouble w/law, poor or crowded housing).
- Violence was learned as an acceptable way to solve problems in the family.
- The caregiver may resent the additional demands placed on him or her.
- The caregiver may be acting out unresolved resentments and anger from earlier years.

Training Notes:

Have someone read the two paragraphs on this page. Ask if they are surprised that most elder abuse takes place at the hands of family members. Who else abuses elders? (Nursing home staff, foster care provider, day care providers etc.)

Group the class the same way as previously to consider the indicators on pages 15-16. Then discuss the cases as a large group.



- _____ The caregivers may need additional supportive services he or she does not know how to access or can't afford.
- _____ The caregiver may simply not love, or be unable to love, the parents.
- _____ The caregiver may be confused about role reversal — still expects the elderly parent to meet his/her needs.
- _____ The caregiver may displace anger on the parent that would more appropriately be targeted on another authority figure.
- _____ The caregiver has poor impulse control and lashes out not only at parents but many people.

Training Notes:







White Collar Crimes and the Elderly

You will learn more about white collar crime in a later chapter, but you need to learn the definition now. White collar crimes are fraudulent schemes, usually perpetrated by persons of social and economic status, targeted against persons or organizations for the purpose of illegal financial gain.

Examples of white collar crime include mail fraud, telemarketing fraud, insurance fraud, and credit card fraud. White collar and fraudulent perpetrators often target elderly victims. The elderly can be particularly vulnerable if they are isolated and lonely, having time to pay attention to all their mail, to telephone calls and to visitors. They become even more vulnerable if they are economically distressed. Con artists, aware of these dynamics, can easily manipulate these victims. Because they exchange lists with one another, several of these groups may approach an elderly victim who has responded favorable to another manipulative vendor.

Once aware of the crime, many elderly victims are reluctant to come forward because they feel ashamed of having been “taken in.” They fear that if their adult children find out, they will deem them incompetent to handle their own financial matters and seek a Power of Attorney or guardianship, thus limiting the elderly person’s independence.

Training Notes:

The group may need an introduction to the concept of White Collar Crime. Read this page aloud and ask if anyone in the class has previous knowledge of white collar crime. Go to the questions on the following page and allow small groups to formulate answers and report back to the full group.







GUEST SPEAKER NOTES

Training Notes:

It may be very difficult to identify an elder abuse victim who is willing to speak. Persons in custody of Adult Protective Services will probably not be allowed to. You might try AARP or other grassroot groups to see if some have recovered enough to speak out about it.









SUPPLEMENTAL RESOURCES

Use the following materials either as resources for yourself as a trainer or if you wish to expand class materials.





THE VIOLENT EPIDEMIC: CRIMES AGAINST THE ELDERLY

- ◇ The personal victimization rate for persons 65 and older in 1993 in the United States was 21.1 per 1000 persons (Bureau of Justice Statistics [BJS], 1994.)
- ◇ The crimes of violence rate for persons 65 and older in 1993 was 4.8 per 1000 persons (BJS, 1994).
- ◇ The crimes of theft rate for persons 65 and older in 1993 was 16.3 per 1000 persons (BJS, 1994).
- ◇ It is estimated that approximately 818,000 elders became victims of various types of elder abuse in 1994 (National Center on Elder Abuse [NCEA], 1995).
- ◇ Neglect is the most common form of elder maltreatment in domestic settings. In 1994, of the substantiated reports of elder abuse for which perpetrators were identified, 58.5 percent involved neglect. Physical abuse accounted for 15.7 percent in the same year, while financial/material exploitation was 12.3 percent of the reports (NCEA, 1995).



NAME _____

DATE _____

Pre-Post Questionnaire

1. T F Crimes against the elderly are fairly predictable, usually around regular monthly payments of Social Security or Welfare Checks.

2. T F Even a minor crime can cause a major life crisis for the elderly victim financially, physically, and emotionally.

3. T F The elderly who have never been victimized and live in nice areas are not worried about crime.

4. T F It is almost impossible to have the isolated elderly included in and participate in any plans for community projects to fight crime.

5. T F Many Victim Witness programs have now specialized in services for elderly victims and are now providing immediate assistance to them.

6. T F The public and our elected officials are well aware of the problems of elderly victims and are working to establish needed programs to reduce the damage done to the elderly.

7. T F Elderly victims are often victimized by their caretakers.

8. T F All seniors should receive training on how to protect themselves in case of an attack and carry a weapon for protection.

9. T F The elderly are victims because they hoard money on their person or in their homes.

10. T F The small monetary loss to an elderly victim of a purse-snatching hardly merits apprehension and prosecution of the juvenile offender.





Pre/Post-Test Questionnaire

ANSWER KEY

1. True
2. True
3. False These elderly have been found to fear crime far out of proportion to the actual risk of its occurrence.
4. False Neighborhood Watch programs have successfully used elderly individuals to take part and watch the neighborhood as well as each other.
5. True
6. False We need to educate the public and our elected officials. We need to increase their awareness of the problems and work for establishment of effective programs and services. Otherwise, unless you are "old" or have elderly relatives, you are not likely to concern yourself with the problem.
7. True
8. False Weapons can be used against the older person. Danger of broken bones and other injuries are greater.
9. False
10. False Even a small monetary loss can mean the difference between eating and going hungry for the month. The fear, which is a result of the attack can have a life-long debilitating effect.



Signs of Caregivers Under Stress

The increased responsibilities and long hours, as well as personal sacrifices, add up until the caregiver realizes that he or she cannot do it all. Symptoms of caregiver stress and overload include:

- ◇ Loss of energy
- ◇ Feeling out of control
- ◇ Problems with concentration or memory
- ◇ Depressed, lacks interest in people or former hobbies
- ◇ Can't fall asleep at night or oversleep
- ◇ Marital and family problems
- ◇ Drinks too much alcohol, smokes too much or abuses drugs

(Reprinted from "Senior's Action Alert", Fall - Winter 1990/1991, California Attorney General's Office)



What Can Caregivers Do To Avoid Burnout?

Most caregivers are special people who have the responsibility of caring for an elderly relative, friend or neighbor. When caregivers neglect themselves, they can burn out because of stress. This burnout can lead to abusive behavior toward the elderly person. Professionals suggest the following five strategies to control or reduce the destructive effects of stress.

- ◇ Ask for and accept help
- ◇ Set realistic goals and expectations
- ◇ Establish your limits
- ◇ Take care of yourself
- ◇ Involve relatives and others

Another way to prevent caregiver burnout is to use resources in your community designed to help the caregiver and the elderly person.

- ◇ Friendly visitors programs furnish companionship or supervision for a few hours at a time.
- ◇ Telephone reassurance programs daily calls to home-bound elderly or disabled people.
- ◇ Home-delivered meals programs deliver hot, nutritious food to the home-bound elderly.
- ◇ Homemaker or choreworker services help with household chores, shopping, cooking and laundry.
- ◇ Transportation services give rides to the elderly to medical and rehabilitation appointments, and group meal programs.
- ◇ Adult day health care programs offer supervision, meals, group activities and medical monitoring during the day, which help caregivers maintain their jobs and care for their relative at the same time.

(Reprinted from Lifeline...Preventing Elder Abuse, California Attorney General's Office, November, 1992))





What Can You and the General Public Do?

- ◇ Be a friend to an elderly person. Help provide transportation, home repair, and your empathy and understanding.

- ◇ Report suspected cases of elder abuse to social service agencies or to the police.



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WORDS TO KNOW

child maltreatment

emotional abuse

physical abuse

verbal abuse

sexual abuse

neglect

incest

discipline

OBJECTIVES

As a result of this lesson you should be able to:

- ◇ define the types of child maltreatment
- ◇ discuss the causes and effects of child maltreatment
- ◇ recognize symptoms of child maltreatment
- ◇ identify characteristics in abusive adults
- ◇ explain the difference between discipline and maltreatment

Training Notes:

Ask if anyone in the class knows the difference between discipline and abuse. Explain that they will learn the differences in this section as well as the WORDS TO KNOW. Take a few moments to go over the OBJECTIVES.







Incest: If You Think the Word is Ugly,

Take a Look at its Effects

by

Barbara Myers and Kee MacFarlane

I am often asked to describe what my father did to me. It is far easier to say what my father did to me than to tell what I did to myself. It started when my mother went into the hospital for a nervous breakdown. I was about seven years old. My dad would have me sit by him and would tell me how much he needed me; that was when he began touching me sexually. I didn't mind at first. I was so alone and needed the attention.

When my mother came back I didn't need or want my dad to touch me anymore, but by that time a pattern had been set that would last until I was 15 and was old enough, or scared enough, or sick enough, or angry enough to cry out for help in a way that was finally heard by some adults around me.

At first he would just stand by the bed and touch me. Later he began to lay in the bed beside me. Although he began by being gentle, as time went on, his touch became rougher and rougher. He would leave me feeling sore and bruised for days. I saw and heard him beat my mother so many times that I was in constant fear he would kill her. I knew I was no match for him, and I guess that his sexual abuse was somehow better than the physical abuse my mother received.

Training Notes:

Ask the class to read the article, **Incest: If You Think the Word is Ugly, Take a Look at its Effects**. If a class member cannot read, have someone read it aloud.



Total detachment became my way of dealing with what went on at night. I would roll into the wall when he came in, pretending to be asleep. I would cry hysterically, in order to get into my own pain that I wouldn't notice what he was doing. When the intercourse started, it was so physically unbearable that I couldn't detach from my physical self. I was around 11-years-old at the time. My tolerance for physical pain increased, and the physical pain I inflicted on myself acted as a release for the emotional pain I couldn't express. I sprayed perfume and hair spray in my eyes because it stung and kept me crying. I thought that if only I could make myself go blind, my father would be nice to me and my mother might take care of me. The fact that I didn't go blind made me cry even more.

I continued to try to get sick or be physically injured. I told myself that no one would continue to hurt a really sick child. I tried to break my foot by pounding it with a hammer. I jumped off the garage for the same reason. I wanted someone to take care of me, someone to see that I hurt. But I found that if I got sick, and stayed home from school, my father would abuse me during the day. I wanted to go into a hospital so I could get away from the house.

I remember a conscious switch toward anger when I was about 12. I felt such rage that I had to hurt someone. So, I'd hurt myself because I hated myself for being so powerless. I started to burn myself from my wrists to my elbows with a cigarette. I wanted someone, anyone, to see my pain and acknowledge it. No one acknowledged my pain. So I started sniffing glue, to get out of my pain, and it worked. Drugs became my great escape; there was nothing I wouldn't try in order to get high. When I was on drugs, I felt high, happy and in control of my life.

Training Notes:





When I was high, I had peers; I finally belonged somewhere- in a group with other kids who took drugs. Whatever the others were taking, I took twice as much or more. It made me feel big and powerful because I didn't care what happened to me.

With the drugs, came drinking. Drinking got me back into my pain; it allowed me to express my hurt and my anger. I was too young to buy alcohol so I got other people to buy it for me. They were usually men, and, since they were always interested in sex, I always had something with which to pay.

I got more physically self-destructive when I was drinking. I could tolerate more physical pain when I was drunk. I purposely started fights so my boyfriend would beat me up. I felt I deserved it. I also remember longing for human closeness, for physical contact of any kind that would prove others were paying attention to me.

Eventually, I knew that, wherever I went, men would find me and abuse me. So, my attitude toward prostitution was, "Why not?". If I had to have sex, I thought, why not get something for it?" I felt that I deserved the money: other men were going to have to pay for every time my father had me. Nothing they did could repulse me. After a while, I even made my father give me money and other things I wanted. Even after I left home, I still had the power over him because I carried his secret. I figured that if I couldn't get anything else from him I needed, at least I could get material things.

Training Notes:



Since I thought that the only thing men wanted was sex, the only way I could see to get power in a relationship was by making them pay for it. It was my only control. I had learned to detach my mind from my body at such an early age that it was easy to disassociate myself from those brief, sexual encounters. I thought that other girls were stupid to give it away. Prostitution was a way for me to capitalize on what I thought was the only thing I had to offer. I guess I thought taking money from strangers was my distorted way of having them take care of me, even if only financially.

I felt so doomed that I often thought I might as well shorten the agony. I was so young the first time I tried to overdose on a bottle of aspirin. It was scary and difficult to decide whether it was harder to kill myself or to go on living the way I had been. Mostly, I tried to overdose on drugs, but sometimes I did other things, like cut my wrists. Sometimes, I was relieved to wake (hoping that others would finally see how bad things had gotten for me); other times, I was bitterly disappointed to find I was still alive.

My anger and my acting out were my survival tactics for many years. These tactics were contained in my self-destructive behavior, and I couldn't stop until I found other ways to survive. I was lucky to find people who finally heard what I was saying, and, what I wasn't saying. I realize now how close I was to dying—inside and out.

Training Notes:







TRUE/FALSE QUIZ

Read each statement. Mark a "T" for True or a "F" for false in the blank.

1. ___ **A firm-to-severe spanking does no harm to children.**

FALSE: Any reaction causing physical pain and suffering to children may result in severe long-term emotional harm. Examples of this are low self-esteem, or the inability to form constructive relationships with others.

2. ___ **A firm-to-severe spanking or beating is necessary to manage children.**

FALSE: When behavior results in beating children, control has been lost. These can be characteristics of parents who have low self esteem and lack sufficient parenting skills to positively discipline their children. Beatings are unacceptable as disciplinary techniques.

3. ___ **Only the poor physically abuse their children.**

FALSE: Child abuse is evenly distributed across every socio-economic class.

4. ___ **Parents who abuse their children are very confident, powerful individuals.**

FALSE: Parents who abuse their children are not very confident, powerful individuals. They are only attempting to mask their low self esteem and inability to manage stress in an acceptable manner.

5. ___ **Child neglect has no harmful effects on children.**

FALSE: Neglect is the most prevalent form of child maltreatment. Short-term consequences can include, the child failing to receive adequate nutrition, parental support, nurturing and love, even medical care or an education. Long-term consequences include the failure to develop skills enabling the child to be self-sufficient as an adult or to have an adequate sense of self-esteem or self-worth.

Training Notes:

Ask students to mark a T for True and a F for False in the blank beside each statement. Reach each statement aloud and ask the class for their response.





DEFINITIONS

Child Maltreatment includes physical abuse, sexual abuse, emotional abuse, verbal abuse or neglect which results in an observable and material impairment in a child's growth, development, or psychological functioning.

Physical Abuse includes acts that result in substantial harm from physical injury to a child or the genuine threat of substantial harm. Examples of physical abuse include beating children with hands, switches, boards, electrical cords, belts or tools. It can also include allowing older siblings to physically abuse younger brothers and sisters.

Training Notes:

Using your disk, you should have copied the exact language of your state's child maltreatment statutes into this manual. Go over the definitions carefully, being sure they understand the meaning of all the language. In order to get the relevant statutes included, you may need to:

- ◇ reduce the font size on your computer
- ◇ xerox the statutes and tape them to the page before printing your Student Manual;
- ◇ add a page (don't number the page, however, or all the remainder of your pages will be out of sync).

After discussing the statutes, ask the class if allowing a young child to stay home alone is a form of child neglect?





Sexual Abuse includes any sexual contact with children, failing to make a reasonable effort to prevent others from doing so, compelling or encouraging a child to engage in sexual acts or involving children in the production of obscene photographs or films. Examples of sexual abuse include an adult deliberately exposing his genitals to children, touching the sexual organs of child or photographing nude children posed in sexual positions with each other or with adults.

Incest is sexual contact between persons who are closely related. Child incest victims become trapped between affection or loyalty for the abuser and the sense that the sexual activities are terribly wrong. If the child tries to break away from the sexual relationship, the abuser may threaten the child with violence or loss of love. When sexual abuse occurs within the family, a child may fear the anger, jealousy or shame of other family members, or be afraid the family will break up if the secret is told. Neglect also includes failing to seek medical attention for sick children, failing to provide food, shelter, or clothing for children, or exposing children to situations where sexual abuse is likely to occur.

Training Notes:

You should have used your disk to insert your state's legal definition under the general terms. Be sure to include child endangerment statutes regarding drunk driving if your state recognizes the charge.



Emotional Abuse and Verbal Abuse include acts of mental or emotional injury to a child, and/or, causing or permitting a child to be in a situation in which the child sustains a mental or emotional injury. Examples of this are screaming and yelling vicious, vulgar and demeaning insults at children or threatening them with violence. It can also include a caretaker who leaves a child in the care of someone else who is erratic, unstable, and subjects the child to cruel or bizarre threats. Verbal abuse is less likely than physical or sexual abuse to be reported, but it has long-term negative consequences on the child's development. Emotional/verbal abuse often accompanies physical and sexual abuse.

Training Notes:

After discussing the statutes, ask the class if they agree, emotional abuse should be considered a crime.







Child Maltreatment has severe physical and emotional impact on its victims. Physical and sexual abuses inflict serious physical injuries and pain on the child. Some injuries leave life-long scars and other impairments.

Abuse most often has come from one in a position of trust and control. Without intervention, the child victim has difficulty developing and maintaining close and trusting relationships. Most abused children are confused about why they were abused, often blaming themselves for the abuse. If they are told it is their fault, they tend to believe it and feel shame about being "bad." Victims often feel embarrassed about what happened and have trouble discussing the abuse. They have dreams and flashbacks about the abuse, reliving the experiences time and time again. Sometimes they push memories of their abuse aside (repression) and only when they are in a safe environment do they remember what happened to them. Long-term effects of sexual abuse include suicidal tendencies, fears, isolation and stigma, lowered self-esteem, distrust, revictimization, substance abuse, sexual dysfunction and promiscuity (DePanfilis & Salus).

Even more tragic is the fact that children often learn and believe that physical abuse and neglect are acceptable forms of behavior (U. S Department of Health and Human Services, 1995). As adults, some abused victims often perpetuate violence by abusing their own children, rationalizing the violence because they tolerated it as children. Child abuse can be passed on from generation to generation until an adult decides that violence is not an acceptable form of behavior and breaks the cycle.

Training Notes:

Emphasize the emotional scars of maltreatment. Impress upon the students that children believe physical abuse and neglect are acceptable forms of behavior. Inform them it should never be tolerated.



No one has the right to abuse children in any manner, regardless of one's circumstances.

THINK ABOUT...



Have you heard a recent news story (in the newspaper or on TV) about child maltreatment? If so, tell the class about it. Why do you think child maltreatment is sometimes not discovered or not reported?

THINK ABOUT...



Read the following story and answer the questions:

Carl lives in a large apartment building. His neighbors, Mr. and Mrs. Smith, have an 11-year-old son named Brian. About three or four times a month, Mr. Smith comes home drunk. It is during these times that Carl hears the neighbors arguing and often hears Brian scream and cry. Carl has noticed bruises on Brian after these incidents.

Last night, the Smith's had an argument and today Carl noticed that Brian has a black-eye and a swollen lip. When Carl asks Brian where he got the bruises, Brian replied, "I fell down."

Answer the following questions and be prepared to discuss these in class.

1. **What should Carl do? Talk to Brian's parents? If yes, what should he say? If no, why? Call Child Protective Services? Why or why not?**

Training Notes:

Child abuse has received more media attention in the past few years. The exercise will help ascertain whether students read about the problem. Students are asked to consider reasons why child abuse might go unreported.

Ask students to read the case example of Carl to generate discussion about physical abuse. Allow students time to read and jot down their responses. Ask the class to share their responses and reactions.



2. **Call the police?**
3. **What would you do if you were Carl?**
4. **Do you think Mrs. Smith can protect Brian from his father? Why?**
5. **Do you think Mr. Smith's drinking is part of the problem?**
6. **Is drinking an acceptable excuse for assaulting someone?**
7. **Do you think that Mr. Smith may abuse Mrs. Smith? Why?**
8. **Is there anything you can do for Mrs. Smith?**

Training Notes:





THINK ABOUT....



Watch the video, **Breaking Silence**, Answer the following questions:

1. List five factors which may have contributed to the victims remaining silent.
2. What did the teachers do to help children “break the silence” and prevent child abuse?

PHYSICAL CHILD ABUSE VICTIMS

Physical abuse of children includes any non-accidental parental injury caused by the child’s caretaker. It may include burning, branding, beating, punching, and so on. By definition, the injury is not an accident. On the other hand, some caretakers say it was not their intent to injure the child, but they hit harder than they intended because they were angry. Physical abuse may result from over-discipline or from punishment which is unacceptable for the child’s age and/or condition.

Training Notes:

Show the video, **Breaking Silence**. This video covers three areas: adult women disclosing childhood abuse, an adult male disclosing his victimization, and a father discussing the abuse of his daughter. Prior to showing the video instruct students to identify: Factors which contributed to the victims remaining silent, and what the teachers do to help children break the silence and prevent abuse.

Encourage discussion with students how the messages we give children contribute to a child’s vulnerability to violence and remaining silent. Messages such as “respect your elders,” “children should be seen not heard,” or instructions to “kiss your aunt, uncle, etc.” could be contributing factors, because they often involve conflicting messages for young children. Stress the importance of clear communication as a critical parenting skill. Ask students to jot down their responses to the questions. Allow time for class discussion.



Physical Abuse

The following are physical indicators of physical abuse in school-aged children: **You will not be asked to discuss this in class**, so please answer honestly. Place an "X" to the left of any of the following abuses that happened to you as a child.

Unexplained Bruises and Welts

- _____ On the face, lips, or mouth
- _____ In various stages of healing (bruises of different colors, or old and new bruises together)
- _____ On large areas of the torso, back, buttock, or thighs
- _____ In clusters, forming regular patterns, or reflective of the article used to inflict them (electrical cords; belt buckles, shoes)
- _____ On several different surface areas (indicating you were hit from different directions)

Unexplained Burns

- _____ Cigar or cigarette burns, or lighter burns, especially on the soles of the feet, palms of the hands, back and/or buttocks
- _____ Immersion or "wet" burns, including glove or sock-like burns and doughnut-shaped burns on the buttocks or genitalia, (burns that leave a definite mark or ring between the burned and unburned flesh)
- _____ Patterned or "dry" burns which show a clearly defined mark left by the instrument used to inflict them (i.e., electrical burner, iron, branding iron)
- _____ Rope burns on the arms, legs, neck and/or torso

Training Notes:

This and the following two pages list Physical and Behavioral indicators of abuse. Ask the class to mark an "X" in the blank of any of the following abuses that happened to them as a child. Let them know they will not be asked to discuss their responses in class, so honesty is important.

Allow plenty of time for students to finish this assignment. Watch for stress through body language, restlessness, agitation, while completing this assignment.

Remind students they are safe and to seek a counselor if they need to discuss these issues further. This would be a good time to take a short break.



Unexplained Fractures

- _____ To the skull, nose, or facial structure
- _____ In various stages of healing (indicating they occurred at different times)
- _____ Multiple or spiral fractures
- _____ Swollen or tender limbs
- _____ Any fracture in a child under the age of two

Unexplained Cuts and Scrapes

- _____ To the mouth, lips, gums, eyes or ears
- _____ To the external genitalia
- _____ On the backs of the arms, legs, or torso

Unexplained Abdominal Injuries

- _____ Swelling of the abdomen
- _____ Localized tenderness
- _____ Constant vomiting

Head Injuries

- _____ Vomiting, nausea, dizziness, or disorientation
- _____ Bloodshot eyes, pools of blood in the eye, or pin points of blood in the eye
- _____ Sight, speech or hearing impairment
- _____ Ringing sound in the ears
- _____ Lack of coordination
- _____ Pupils that are pinpointed, dilated or fixed

Training Notes:



Human Bite Marks

___ Especially adult size, are recurrent, or are in genital areas or around the neck.

BEHAVIORAL INDICATORS OF PHYSICAL ABUSE

The following are some of the behaviors which may be associated with physical abuse. Do you remember:

- ___ avoiding physical contact with adults (the abused child will often avoid it, sometimes even shrinking at the touch or approach of an adult)
- ___ becoming apprehensive when other children cry, demonstrating extremes in behavior, extreme aggressiveness or extreme withdrawal; for example, behavior which lies outside the range expected for your age group
- ___ seeming frightened of your parents/caregiver
- ___ stating you were afraid to go home or cried when it was time to leave
- ___ reporting injury by a parent/caregiver
- ___ being unpleasant, hard to get along with, demanding, didn't obey,
- ___ frequently caused trouble or interfered with others; frequently damaged things
- ___ being shy; avoiding other people, including children; acting anxious to please; allowing people to say and do things for you without protest
- ___ being frequently late or absent or often came home from school/or stayed at school long after it was dismissed
- ___ wearing long sleeves or other concealing clothing to hide injuries

Training Notes:





Did you ever tell a story of how a physical injury occurred that was not believed? Who didn't believe you? What happened?

Why do you think children who are physically abused often don't tell?

THINK ABOUT...



Answer the following questions about child abuse:

Following are characteristics of Abusive Parents. Thinking of someone you know that you think might be abusing their children, place an "X" to the left of the symptom you have observed in this person.

_____ seems unconcerned about the child

_____ sees the child as "bad", "evil", a "monster" or a "witch"

_____ offers illogical, unconvincing, contradictory explanations or have no explanation to the child's injury

Training Notes:

Ask students to answer the questions about child abuse and be prepared to share their responses with the class.

After that exercise ask the class to think of someone they know that might be abusing their children, and place an "X" to the left of the symptoms they have observed in this person.

Remind the class they will not be asked to share their responses, unless they choose. Allow plenty of time for the students to complete this section.



- _____ attempts to conceal the child's injury or to protect the identity of person(s) responsible for the abuse
- _____ routinely employs harsh, unreasonable discipline which is inappropriate to child's age, or condition
- _____ may have been abused as a child
- _____ was expected to meet high demands of his/her parents
- _____ was unable to depend on own parents for love and support
- _____ expect their child(ren) to fill their emotional void
- _____ has poor impulse control
- _____ expects rejection
- _____ has low self-esteem
- _____ is emotionally immature
- _____ is isolated, has no support system
- _____ married someone who is not emotionally supportive and passively supports the abuse

THINK ABOUT...



Review the behavioral and physical indicators of Physical Child Abuse and the characteristics of abusive parents.

Training Notes:



Write 4 physical indicators of physical abuse. One answer is provided for you.

1. Swelling of the abdomen
- 2.
- 3.
- 4.
- 5.

Write four behavioral indicators of physical abuse. One answer is provided for you.

1. Seems frightened of the parents or caretaker
- 2.
- 3.
- 4.
- 5.

Write five characteristics found in abusive parents.

- 1.
- 2.
- 3.
- 4.
- 5.

Training Notes:

Ask students to jot down their responses to the three physical abuse statements. Remind students to use their manuals as a resource.





THINK ABOUT...



Read the following scenario and answer the questions.

You've been asked to baby-sit two small children whose family just moved to your community. The children have some suspicious leg and arm bruises; one has a chipped tooth. Both cringe and withdraw from you when you come near them. The house is fairly clean. The parents seem normal to you and appear to care about their children.

1. **What do you do?**

2. **You go back to the same family to baby-sit again. The younger child appears fine, but the older child has lots of new bruises and is still afraid of you. What do you do now?**

Training Notes:

Ask students to read the case example. This is an opportunity for students to develop their own responses to a child/friend in an abusive situation. It is important for students to consider how they would handle these problems if they arise. These questions allow for review of the material. Ask students to answer the questions on this and the following page.

Ask the students to share their responses with the rest of the class.



3. In time, the older child confides information about the beatings she is receiving from her stepfather. She is a good student; she tells you that several times after severe beatings she has been unable to attend school. She tells you that all this started about two years ago when her stepfather lost his job. She doesn't want to report the abuse because she is afraid of her stepfather. What do you do?

EMOTIONAL ABUSE, VERBAL ABUSE AND NEGLECT

Read each statement. Mark a "T" for True or "F" for False in the blank

1. ___ Children don't really have any legal rights.

False: Children have many rights and each state guarantees these rights through statutes protecting their welfare.

2. ___ Children are the property of their parents and no one should intervene.

False: Child abuse and neglect are crimes against children punishable by law. Groups of people, such as doctors, nurses and teachers are required by law to report any cases of child abuse and neglect.

3. ___ Child neglect has harmful effects on children.

True: Child neglect can adversely effect the self-esteem of children, their school performance, compel them toward addiction to alcohol and other drugs, and bring on many lasting psychological problems.

Training Notes:

Ask students to mark a "T" for True and a "F" for False in the blank beside each statement.

Read each statement aloud and ask the class for their responses and reactions.



THINK ABOUT...



Watch the video **Cipher in the Snow**.

List 5 examples of neglect/abuse indicated in this video— consider family, peers and the school environment.

- 1.
- 2.
- 3.
- 4.
- 5.

What can you do to prevent neglect of others in your home, school and community?

THINK ABOUT...



Neglect Victims

Following are signs of neglect. **You will not be asked to discuss this in class, so please answer honestly.**

Place an "X" to the left of any of the neglect symptoms you remember experiencing as a child.

A child who is neglected:

_____ may be lacking adequate medical or dental care

Training Notes:

Show the video, **Cipher in the Snow**. Ask students to jot down their responses and reactions. Allow plenty of time for discussion. The video depicts emotional abuse and neglect resulting in the death of a young boy. It appears the boy simply lost the will to live. Students should be able to list several overt examples of abuse. The neglect/abuse was not confirmed to the family, examples are seen in the school and the community.

Based on their answers to the first questions, students should consider personal actions they can take to intervene in neglect/abuse situations. What behaviors do they have to change (especially in their relationship with peers) to demonstrate a concern for the well-being of others. Ask students to mark an "X" beside any of the symptoms of neglect they remember experiencing as a child on this and the **following** page. Let them know they will not be asked to discuss their responses in class.



- ___ may be sleepy or hungry much of the time
- ___ may be dirty or inadequately dressed for weather conditions
- ___ may show signs of poor supervision such as,
 - ___ begging or stealing for food
 - ___ frequently falling asleep in class
 - ___ attending school irregularly
 - ___ coming to school very early and leaving very late
 - ___ addicted to alcohol or other drugs
 - ___ engaging in delinquent acts such as vandalism or theft
 - ___ stating there is no one to care or look after him/her

FOLLOWING ARE CHARACTERISTICS OF NEGLECTFUL PARENTS OR CARETAKERS:

Think of someone you know now who you think might be neglectful. Mark an "X" to the left of the characteristics you have observed.

This individual:

- ___ has a chaotic home life
- ___ lives in unsafe conditions (little or no food, garbage and excrement in living areas;
 - ___ exposed wiring, drugs and poisons kept within reach of children)
- ___ abuses alcohol or other drugs
- ___ is mentally challenged, has a low I.Q. or a flat personality
- ___ is impulsive, seeking immediate gratification without regard to long-term consequences
- ___ may be motivated and employed but unable to find or afford child care

Training Notes:

Ask students to think of someone they think might be neglectful and mark an "X" beside any of the symptoms they witnessed.



_____ generally has not experienced success

_____ parents generally did not meet emotional needs as a child

_____ has little motivation or skill to make positive changes in his or her life

THINK ABOUT...



Review the physical and behavioral indicators of neglect and the characteristics of neglectful parents.

List three physical indicators of neglect.

1.

2.

3.

List three behavioral indicators of neglect.

1.

2.

3.

List three characteristics found with neglectful parents.

1.

2.

3.

Training Notes:

Ask students to jot down their responses to the three Neglect statements. Remind students to use their manuals as a resource.





CHILD SEXUAL ABUSE

Read each statement. Make a "T" for True or a "F" for False in the blank.

1. ____ **Sexual exploitation of children is rare.**

FALSE: From known reports one out of every three girls and one out of every four boys will be sexually assaulted once before they reach the age of eighteen.

2. ____ **Most molestations are committed by someone the child knows.**

TRUE: Most children know the person who molests them. The average child molester is a heterosexual male who is steadily employed and often married with children of his own.

3. ____ **Child sexual assault happens mostly in low-income communities and broken homes.**

FALSE: Child sexual assault cuts across every socio-economic group in society; in all income levels, ethnic groups, single or dual parental household and in every community and neighborhood.

4. ____ **Most children lie about sexual assault.**

FALSE: Children almost never lie about such a serious matter. Far too often they remain silent, in fear no one will believe them. Ninety-eight percent of reported assaults are verified as true; a vast majority are never reported.

5. ____ **If a child is too young to learn about sex education, then the child is too young to learn about sexual assault. Rape prevention education is almost the same thing as sex education.**

FALSE: Information about sexual assault is not a sex education issue, but a safety issue. Sexual assault is a misuse of power and authority by an adult, not a sexual encounter. Children of all ages must learn to deal with adults who bother them, touch them where they do not want to be touched, or force them to do things they don't want to do. Children are never too young to learn that they have a right to control their own bodies and when and how they are touched.

Training Notes:

Ask students to mark a "T" for True and a "F" for False in the blank beside each statement. Read each statement aloud and ask the class for their responses.





PHYSICAL INDICATORS OF SEXUAL ABUSE

Sexual abuse is not often identified through physical indicators alone. Frequently a child confides in a trusted teacher or counselor or nurse that he or she has been sexually assaulted or molested by a caretaker, and that may be the first sign that sexual abuse is occurring. However, a child may be sexually abused without any of these indicators. You will not be asked to discuss this in class. So please answer honestly. Place an "X" to the left of any of the abuse symptoms you remember experiencing as a child. **Physical signs include:**

- _____ **Difficulty in walking or sitting**
- _____ **Torn, stained, or bloody underclothing**
- _____ **Complaints of pain or itching in the genital area**
- _____ **Bruises or bleeding in external genitalia, vaginal or anal area**
- _____ **Venereal diseases, particularly in a child under 13**
- _____ **Pregnancy, especially in early adolescence**

BEHAVIORAL INDICATORS OF SEXUAL ABUSE

Behavioral signs include:

- _____ **appearing withdrawn; engaging in fantasy or infantile behavior, even appearing retarded, poor relationships; unwilling to change for gym or to participate in physical activities; engaging in delinquent acts or run away; display bizarre, sophisticated, or unusual sexual knowledge or behavior.**
- _____ **depression, excessive crying, overly restricted social activities or overly protective parents**

Training Notes:

This and the following two pages list various forms of indicators for sexual abuse. Ask the class to mark an "X" on the blank of any of the following symptoms they remember experiencing as a child. Remind students they will not be asked to discuss their responses, so honesty is important.

Allow plenty of time for students to finish this assignment. Watch for stress in body language; restlessness and agitation while completing this assignment.



- _____ irritability, crankiness, short-temperedness
- _____ numerous fears, needing more reassurance than usual; clinging to or pulling away from adults
- _____ appearance of having overwhelming responsibilities
- _____ academic difficulties

CHARACTERISTICS OF SEXUALLY ABUSIVE PARENTS

The most typical type of reported intra-familial sexual abuse is between an adult male, either the father or the mother's sexual partner, and a female child living in the same house. Although, a few women do sexually abuse children. Think of someone you know who might be sexually abusing children. Place an "X" to the left of the symptom you observed in this person. **Sexually abusive adults may have:**

- _____ low-self esteem
- _____ emotional needs unmet by their parents
- _____ inadequate coping skills
- _____ (males) experienced the loss of their wife through death, divorce or abandonment
- _____ marital problems causing one spouse to seek physical affection from a child rather than the other spouse, (a situation the "denying" spouse may find acceptable)
- _____ alcohol or other drug abuse problems
- _____ few social and emotional contacts outside the family
- _____ been geographically isolated

Training Notes:

On this and the following page students are asked to think of someone they know who might be sexually abusing children. Ask them to place an "X" to the left of the symptom they observed in this person. Remind them their responses will not be shared with the class. However they may need to talk to an interventionist about the suspected abuse.



The Sexually Abusive Adult male:

- _____ is often a rigid disciplinarian at home; and passive outside the home
- _____ does not usually have a police record nor is he known to be involved in any public disturbance
- _____ does not engage in social activities outside the home
- _____ is jealous and protective of the child

DISCIPLINE AND ABUSE

Child abuse occurs too often and with disastrous, even deadly results. Many people and society at times, become direct and indirect apologies for **ABUSE**. The difference between **ABUSE** and **DISCIPLINE** is not always agreed upon. Sayings like, "Spare the rod and spoil the child" and "Honor they father and mother" do little to clarify the distinction.

Children need **DISCIPLINE**. That much is agreed upon. Webster's New Collegiate Dictionary defines discipline as training that corrects, molds, or perfects the mental faculties or moral character.

REMEMBER:

- DISCIPLINE is not a punishment.
- DISCIPLINE is not shame.
- DISCIPLINE is not guilt.
- DISCIPLINE helps the child to think.

Training Notes:

Go over with the class the differences between abuse and discipline on this and the following page. Read each statement aloud.



DISCIPLINE helps the child to learn so that his/her present behavior is changed.

DISCIPLINE helps the child to grow intellectually and morally; enhances self-confidence and self-image

DISCIPLINE is best taught by example.

DISCIPLINE is designed to help the child manage and change his/her behavior, thereby guiding the child into adulthood.

DISCIPLINE helps the child learn a lesson that will carry over and positively affect future behavior.

DISCIPLINE enhances the child's sense of self-worth. It helps the child learn self-control, a quality he/she can take pride in.

DISCIPLINE helps the child to fit into the family and society in a comfortable way, which leads him/her to conclude that he is basically a good, confident and effective person.

ABUSE, on the other hand, does not take the child's future into consideration. It is not designed to help the child learn socially acceptable ways of expressing natural desires and drives.

ABUSE dumps an adult's feelings on the child in a harmful or neglectful way. This satisfies the adult's needs, but not the child's.

ABUSE has the opposite effect. It affects the child's future behavior in ways that are increasingly less desirable to the parents.

ABUSE leads to more anger, more hatred, more deviant activity, which in later life are frequently vented against society.

One form of ABUSE often overlooked is shaming the child. Shame is designed to destroy the child's self-image. It is designed to make the child believe that something wrong with him/her, somehow he/she is evil, defective, no good, or worthless. To attempt to control a child's behavior through shame may work when the parent is present and watching, but it will not have any effect on future behavior.

Training Notes:



Guilt is similar to shame but is carried with the child longer and penetrates deeper into his/her emotional life. The difference between shame and guilt, although psychologically complicated, is not difficult to understand. Shame occurs when the child is seen doing something wrong and told to stop it. The young child, for example, is told not to take a cookie. When the mother is out of the kitchen the child reaches into the cookie jar only to have mother step back into the kitchen, saying, "Mary, shame on you. I told you not to take another cookie, but you did."

Shame is a technique commonly used on children until the ages of 4 or 5, at which time it is replaced by guilt. At that point guilt becomes synonymous with the "voice of conscience." When the mother leaves the house, saying, "Don't take any cookies," the relationship between parent and child is good, that voice has enough power to influence the child's behavior, to inhibit him/her from taking a cookie, if he/she feels guilty. The child feels an internal sense of conflict and discomfort because she/he knows she/he has "done something wrong."

A subtle form of ABUSE is to instill in children unwarranted feelings of guilt about their feelings and thoughts. Children are also made to feel guilty about things they have not done or feel responsible for things for which they are not responsible. These emotionally abusive techniques are destructive to the self-image of any child.

Training Notes:





ABUSE satisfies the needs of the parent. It only helps children think in terms of pain, hatred, revenge and hostility. ABUSE helps them learn how to plot ways of getting even and ways of avoiding responsibility. ABUSE also helps perpetuate parents' sense of inadequacy as people.

DISCIPLINE, on the other hand, teaches children to use their own resources in the future rather than to depend on the parents.

DISCIPLINE helps children grow. It neither stunts their growth nor destroys their self-confidence. Ultimately, the reason why older children do the "right" thing is that they don't like themselves as well if they do the wrong thing.

DISCIPLINE helps develop a sense of self-worth, the most important ingredient necessary for a child's positive and appropriate behavior in the future.

DISCIPLINE is best taught by example. So is ABUSE. The vast majority of abusive parents were abused as children. Abusive parenting can be handed down from one generation to the next. The examples of behavior you set are the lessons your child is learning, not through your words, not through your intent, but through what your child sees you doing.

THINK ABOUT...



Using the information from the Discipline and Abuse section, answer the following questions:

Discipline is NOT (a punishment)

Discipline is NOT (shame)

Discipline is NOT (guilt)

Discipline helps the child to (think)

Training Notes:

It is important to address the issues of Guilt and Shame associated with abuse. The student must understand that the victim is in no way to blame for the abuse and should not be made to feel that they are "bad" people."



Discipline helps the child to (learn so that his/her present behavior is changed)

Discipline is best taught by (example)

THINK ABOUT...



Read the following case example and answer the questions.

Jeffery is ten years old and is supposed to take out the trash and keep his room neat. Jeffery's father has told Jeffery several times to clean his room and take out the trash. Jeffery keeps telling his father that he will do it but doesn't. Jeffery's father is angry and feels Jeffery should be punished or disciplined for not completing his chores.

If you were Jeffery's father how would you DISCIPLINE Jeffery so that he does not repeat his behavior (remember the difference between punishment and discipline).

Another form of child endangerment, commonly unacknowledged, is an adult driving drunk with minor children in the car. No one should choose to ride with an intoxicated driver. However, children frequently have no choice, especially when the intoxicated driver is a parent, other relative, or babysitter. MADD believes that driving drunk with children in the vehicle should be considered a form of child abuse.

Read the following case example:

Training Notes:

Ask students to read the case example of Jeffery and jot down their responses to the questions. Allow plenty of time for discussion and reactions.

The "Jeffery" case example allows students to develop "discipline" strategies to address Jeffery's failure to do his chores. The goal of discipline should be discussed with emphasis on the difference between punishment and discipline.



“ On September 17, 1989, Fred Mitchell was arrested and charged with felony drunk driving in Texas in connection with a crash which severely injured his son, Fred Leon Mitchell III, three weeks before his fourth birthday. He had five previous appearances in court for Driving While Under the Influence and two previous appearances in court for public intoxication. The crash split the car into two pieces, throwing Mitchie, who was sitting in the front seat and still restrained by his seat belt, over the back of the seat and into the back of what was left of the car, nearly cutting his abdomen in two. Mitchie, now five years old, is completely paralyzed from the waist down, has had 17 operations to try to repair his severely damaged intestines, has been on IV Therapy for nourishment for nearly three years. His physicians anticipate further surgeries to correct the damage caused by the crash. Fred Mitchell was sentenced to five years in the Texas Department of Corrections in May, 1990.”

Answer the following questions. Be prepared to discuss your responses in class.

1. **What emotions do you think Mitchie has been experiencing realizing his own father nearly killed him, because he chose to drink and drive?**

Training Notes:

Ask students to answer the questions on this and the following page regarding child endangerment. It is important for students to recognize more subtle forms of abuse.

Ask the class to share their responses.





2. Do you think driving under the influence, with a minor in the vehicle, is any different than endangering the life of a child by leaving them in a home where they are beaten? Explain your answer.

Training Notes:





GUEST SPEAKER NOTES

Training Notes:

It would be impactful to have several victims share their experiences at this point in the program. Ask them to speak specifically about their post-traumatic stress disorder symptoms, so the class can witness the far reaching effects of child maltreatment. If you are unable to locate a victim, a child abuse social worker or therapist would also be a good choice. If anyone is disrespectful to the victims, remove the person immediately. Discuss the reactions of the class only after the victims have left.









SUPPLEMENTAL RESOURCES

Using the following materials either as a resource for yourself as a trainer or if you wish to expand the class material.





THE VIOLENT EPIDEMIC

- ◇ In 1993, 1,018,692 children were substantiated or indicated victims of maltreatment, but the number of unreported instances, is far greater. Children are typically afraid to tell anyone what has happened, many are threatened not to tell, and the legal proceedings for validating the situation are difficult to manage (DHHS, 1995).

- ◇ The long term emotional and psychological effects can be devastating. These effects include suicidal tendencies, fears, isolation and stigma, lowered self-esteem, distrust, revictimization, substance abuse, sexual dysfunction and promiscuity (DePanfilis & Salus, 1992).

- ◇ The rate of child maltreatment has increased 331 percent since 1976 (DDHS, 1995).

- ◇ Child maltreatment can take place within the family, by a parent, step-parent, sibling, or other relative. The maltreatment can occur outside the home, for example, a friend, neighbor, child care worker, teacher or a stranger can all commit the crime of child maltreatment.



Reasons Why Many Children Don't Tell

Fear:

- ◇ Afraid that he/she will be punished (spanked, whipped, beaten)

- ◇ Afraid that no one will believe them, especially if the person who did the beating is a close family relative/friend

- ◇ Afraid that they will be blamed (the child may feel that the beating was their own fault)

- ◇ Afraid they will be left alone with no one to care for them

- ◇ Afraid they will not see their parents again (especially if the parent is the abuser)

- ◇ A child may FEEL he/she has no choice because adults "run the world"

- ◇ Children sometimes cannot find the right words to describe what happened



Federal, State, and Local Resources

National Clearinghouse on Child Abuse and Neglect Information

P.O. Box 1182

Washington, DC 20013-1182

800-FYI-3366

National Center for Missing and Exploited Children

2101 Wilson Boulevard Ste 550

Arlington, VA 22201

800-843-5678

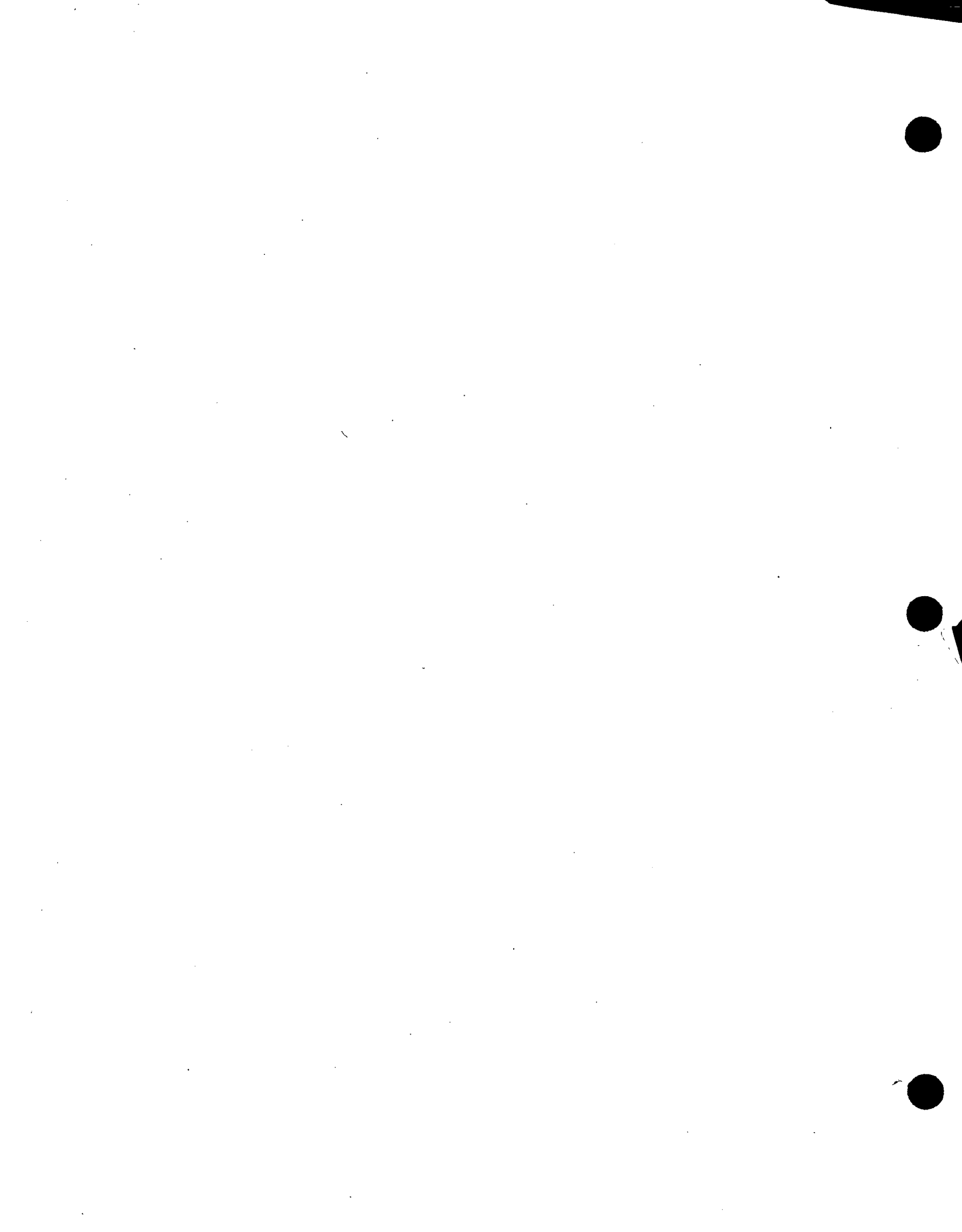




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WORDS TO KNOW

rape

sexual assault

acquaintance rape

trauma syndrome

marital rape

rationalization

OBJECTIVES

As a result of this lesson you should be able to:

- ◇ define rape
- ◇ identify reasons why men rape
- ◇ classify myths and realities of sexual assault
- ◇ explain the importance of holding the victimizer accountable for his or her actions
- ◇ explain the impact of sexual assault on victims
- ◇ identify strategies to prevent sexual assault
- ◇ describe ways that you can help friends or family members who are sexually assaulted.

Training Notes:

Ask the class if they have ever considered raping a crime. Explain that they will learn the different forms of sexual assault, as well as the **WORDS TO KNOW**. Take a few moments to go over the **OBJECTIVES**.





DEFINITIONS

There are many types of **sexual assault** including rape, forced sexual intercourse, sodomy (forced anal intercourse), and oral copulation (forced oral-genital contact).

Training Notes:

Using your disk, you should have already copied the exact language of your states's sexual assault statutes into the Student Manual. If your state has a marital rape statute be sure to include it. Discuss the definitions, being sure the group fully understands the meaning of all the language. In order to get all relevant statutes included, you may need to:

- ◇ reduce the font size on your computer;
- ◇ xerox the statutes and tape them to the page before printing your Student Manual;
- ◇ add a page (don't number the page, however, or all the remainder of your pages will be out of sync).

After discussing the statutes, ask the class if they think forced intercourse between spouses should be a crime? Allow time for discussion.





Force, threats and fear are used to overpower and control the victim. She* may be grabbed, hit, or held down; or she may be forced to submit by threats that if she does not do what she is told, she or someone she loves will be injured or killed.

Rape is very different from voluntary sex between two consenting partners. Consenting to an activity, is willingly agreeing to participate.

(* While men are also victims of rape, the majority of rape victims are female.)

Accountability

Sexual assault is a crime of violence, having more to do with control and inflicting injury upon the victim than the sexual act itself. Sex becomes the weapon through which violence is perpetrated. The emotional trauma suffered by victims of sexual assault is severe. Her privacy and control over her life is violated. Her trust in human beings is seriously damaged. Her mind, body and soul are degraded and dehumanized. Dreams and flashbacks of the assault may continue indefinitely. Many times the victim's own sense of self-worth is seriously damaged.

Training Notes:

Emphasize rape is different from consensual intercourse. Consensual intercourse is voluntary. Rape robs individuals of their independence, privacy and idea of a fair and just world.



Forcible rape represents the ultimate form of violation of self, second only to homicide. The victim is deprived of autonomy, control of self, and privacy by a hostile intruder. Severe physical injury, fear of death, psychological devastation, long recovery, increased anxiety, financial problems, and loss of independence are all likely concerns of older women following a rape.

Put yourself in the place of a sexual assault victim and imagine how you would feel if you had been assaulted in this manner. **No one has the right to use sex to control, have power over, obtain personal sexual gratification, or punish another human being.**

THINK ABOUT...



Read the following statements and place a T or F in the margin to the left indicating whether you think the statement is true or false.

_____ **1. Women secretly want to be raped and invite or provoke it.**

FALSE: According to the Federal Commission of Crimes of Violence, only four percent of reported rapes involve any precipitative behavior by the woman. In some cases precipitative behavior is nothing more than walking and dressing in a way that is defined as attractive. Our society praises women who are sexy-- but those unlucky enough to be raped are dismissed as tramps.

_____ **2. Rape is a non-violent crime infrequently committed.**

FALSE: Rape is the most frequently committed violent crime in America. Rape is an act of violence where the offender overpowers and controls the victim with sex as the weapon.

_____ **3. Men cannot be rape victims.**

FALSE: Men are also rape victims. The crime is perpetuated by both males and females. Male rape is under-reported because males are extremely humiliated and are not comfortable discussing the violation. They feel in some way it makes them "less than a man." Rape is a crime were the victim is over-powered, whether the victim is male or female.

Training Notes:

Ask the class to read the statements and mark the statements either True or False. Plan plenty of time to discuss their answers and reactions.



_____ **4. Fear can paralyze the bravest of us.**

TRUE: The threat and possibility of grievous bodily injury and/or death could make anyone submit to humiliating experiences.

_____ **5. Eighty percent of all rapes are premeditated and thought out.**

TRUE: In 82 percent of rape cases, offenders and victims lived in the same area.

_____ **6. Hitchhiking is not an invitation to be raped.**

TRUE: Like men, most women who hitchhike do it out of necessity. They are not asking to be raped as part of the ride. A woman wearing short clothes or no bra; many only mean that she likes nonrestrictive clothing. Choice of clothing is not a sexual invitation.

_____ **7. Only older women are raped.**

FALSE: Rape in America is a tragedy of youth with the majority of rapes occurring during childhood and adolescence. (Rape in America, 1992)

_____ **8. Women enjoy being raped.**

FALSE: This common belief is a tragic and destructive myth. A woman is attacked by someone she is not attracted to, is exposed, injured or killed and is treated in a humiliating and brutal fashion. Looking at the trauma that occurs from this violation, no one should believe a person enjoys being raped.

_____ **9. A woman cannot be raped by her husband.**

FALSE: Unfortunately, this crime is also under-reported. Wives rarely call the police after their husbands force sexual intercourse.

_____ **10. Only three percent of rapes occur between members of different races.**

TRUE: Eight out of ten rapes against white women were perpetrated by white offenders. Similarly, almost 9 out of 10 black women raped were violated by black offenders.

Sexual violence is now of epidemic proportions in the United States. It is estimated that one female child out of every three will be sexually abused before she is eighteen years old. In addition, one male child out of every eleven will be sexually abused as well. The family is the setting for at least half the occurrences of sexual abuse of children and adolescents. This age-old problem and society's general lack of response to sexual abuse is rooted in social, cultural, and religious attitudes about sex roles, family life, sexuality, and violence.

Training Notes:







6. **Do you think Jackie will ever feel safe in her home again?**

7. **What emotional impact do you think the rape will have on Jackie?**

8. **How may the rape affect Jackie's relationships, especially with men?**

Resistance

Some people think if a rape victim does not physically resist her attacker she has consented to the assault.

What do you think?

Training Notes:

Allow plenty of time for class discussion and reaction to the "some people think..." statement.





Karen is a 26 year old magazine editor who was raped by an assailant who broke into her apartment while she slept. *"I woke up to find this guy pinning me down. I started to scream, but he told me that if I didn't do what he said, he would beat me until I passed out. I was afraid that if I fought back, I'd be really badly hurt. I decided right then that I would do exactly what he told me to do to save my life."*

Sometimes the victim can fight off an attacker before the actual rape takes place. Sometimes she can escape by distracting the rapist and running away. Sometimes she can scare the rapist off by screaming or shouting at him to "Get away!". Sometimes, however, she may find that the more she resists, the more violent the rapist becomes. She may be threatened with death or other serious harm. In order to save her life and avoid injury, she decides not to resist further. In other words, she chooses to follow the rapist's orders to protect herself.

Other victims are so terrified that they find they cannot resist even though they may want to. One victim said, *"There was a moment when the guy who attacked me loosened his hold on me. I thought right away about making a run for it, but I was so scared by his threats I couldn't move. I was literally scared stiff."*

It is important to understand that in some situations, non-resistance is the safest strategy. Deciding to no longer resist, however, does not mean consent.

REMEMBER: No one wants to be raped.

Training Notes:



Facts About Rapists

Most rapists are young. They are not "dirty old men." The majority of convicted rapists are between the ages of 12 and 24.

Many rapists know their victims, especially if the victim is a teenager. Eighty percent of teenage victims (4 out of 5) know their attacker. The rapist is someone in their neighborhood, peer group, family, or school.

Most rapists choose a particular type of person to attack. Rapists don't look for victims who are physically attractive or provocatively dressed. Instead, they tend to look for situations in which they feel they can get away with the crime.

Rapists are not "crazy." Rape is not normal behavior. Anyone who commits such a crime has serious problems. But to think of the rapist as crazy or psychotic and therefore not responsible for his actions is a mistake. In other areas of their lives, rapists may act normally. They may be married, hold down jobs, and have children.

Training Notes:

Read each fact about rapists aloud. Allow time for discussion and reaction.





Rapists are not "oversexed." Men do not rape for sexual gratification. Rapists are not "desperate for sex," or so "horny" that they are driven to use force to get sex. They use sex as a weapon to abuse and humiliate their victims.

Some men rape to express anger and aggression. These men may have strong feelings of rage which they have kept bottled up over a long period of time. They express their anger by attacking and humiliating their victims.

Men rape men for the same reasons they rape women - - to gain a sense of control or to express anger. They are not looking for sexual satisfaction. In most cases of male rape, the attacker and his victim are both heterosexual.

Patterns of Rape

Power Rape:

1. The assault is premeditated and preceded by persistent rape fantasies.
2. The rapists uses whatever force or threat is necessary to gain control of the victim and overcome her resistance.

Training Notes:

This section is very important. It provides a closer look into the criminal mind of rapists. Read each section and provide examples where appropriate.





3. The victim may be physically unharmed; bodily injury would be inadvertent rather than intentional.
4. The rapist's language is instructional and inquisitive: giving orders, asking personal questions, inquiring as to victim's responses.
5. The person rapes to compensate for deep-seated insecurities and feelings of inadequacy.
6. The assault may be of an extended duration. The victim may be held captive for a period of time.
7. The offenses are repetitive and may increase in aggression over time.

Anger Rape:

1. The assaults are more impulsive and spontaneous.
2. The rapist uses more physical force than is necessary to overpower the victim.
3. The victim suffers physical trauma to all areas of her body.

Training Notes:



4. The rapist's language is abusive: cursing, swearing, obscenities.
5. The assault is of relatively short duration.
6. The offender rapes as a pay-back for perceived wrongs, injustices, or "put-downs" experienced earlier in life.

Sadistic Rape:

1. The assault is calculated and pre-planned.
2. The rapist's (anger and power) is linked with distorted sexuality.
3. The offender's is intensely excited about the rape.
4. The rape is ritualistic, typically involving bondage, torture, or bizarre acts, and are interspersed with other, non-sadistic sexual assaults.
5. The rapists language is commanding and degrading.
6. Assault may be of an extended duration. The victim is kidnapped, assaulted, and disposed of.

Training Notes:





7. The victim suffers physical trauma to sexual areas of the body; in extreme cases she is murdered and mutilated.
8. The rape is symbolic of destruction and elimination. The rapist may tell the victim he will eventually kill her, but it may or may not be now.

THINK ABOUT...



Watch the video "Rapists - Can They Be Stopped?" Answer the following questions:

1. Four rapists are identified in the video. While watching the video, identify and write down the name and type of each rapist. Using your information on patterns of rape, list the characteristics which fit each rapist.

*Brian-Anger Rapist
1, 2, 3, 6, 8

*Bill-Sadist Rapist*Fred-Power Rapist
1, 3, 4, 5, 6, 8

1, 2, 3, 8

*Bob-Power Rapist
1, 3, 4, 6, 7

2. Name three treatment methods for sex offenders used in the Oregon State Hospital Program.

Aversion therapy, victim awareness, small group counseling, victim-victimizer confrontation, depo-provera (drug treatment) relating to women, and cognitive restructuring.

Training Notes:

Show the video, **Rapist- Can They Be Stopped?** This video highlights the sex offender treatment program at Oregon State Hospital. This program is exemplary in providing a holistic approach to the treatment of sex offenders. Stop the video from time to time to allow the group to jot down their answers to the questions on this and the following page.

After allowing time for the class to respond, print the names of Brian, Bill, Fred and Bob on the flip-chart.. Ask the class to share their responses to question #1. Write the characteristics identified for each individual.



3. Should rapists be given time off their sentences if they voluntarily enter treatment?

Why or why not?

Students should explore their views concerning "treatment" vs "punishment" as it relates to sexual assault.

4. Can rapists change? Support your answer.

Instructor should conclude this discussion/exercise on a positive note. There is hope. People have the ability to change their behavior. As noted on the video, if treatment helps just one offender, a number of people may escape the horror of sexual assault.

THINK ABOUT..



Situation #1

Susan is walking to a mall to go shopping. She has taken a shortcut through an alley. As she gets near the end of the alley she is attacked by a man. He grabs her, throws her to the ground, beats her face, and steals her purse. **List 5 emotions Susan may be feeling.**

- 1.
- 2.
- 3.
- 4.
- 5.

Training Notes:

The class is presented with four different case scenarios on this and the following two pages. Ask the students to read each case and answer the questions following each example. Allow plenty of time to discuss their answers and reactions.



Do you think she will report this to the police?

Situation #2

Susan is walking to a mall to go shopping. She has taken a short cut through an alley. As she gets near the end of the alley she is attacked by a man. He grabs her, throws her to the ground, beats her face, removes her underwear and rapes her. **List 5 emotions Susan may be feeling.**

- 1.
- 2.
- 3.
- 4.
- 5.

Situation #3

Susan is out on a date with a man. She goes to the man's apartment for a cocktail. He kisses her and Susan kisses him back. He begins to remove her clothing and she responds with "No!". He continues to proceed against her repeated requests to stop and forces her to have sex. **List 5 emotions Susan may be feeling.**

Training Notes:

Situation #3 introduces the topic of how society's attitude about sexual assault impacts a rape victim. She may be less likely to report because she fears others will blame her for going to the apartment and drinking with her date.

Assist students to differentiate between seduction and rape. The issue of choice must be emphasized. **Remember: giving consent (choosing) is quite different than cooperating to prevent further victimization.**



- 1.
- 2.
- 3.
- 4.
- 5.

Do you think she will report this to the police?

Situation #4

Susan is out on a date with a man. She has decided that she wants to have a relationship with this man. At the end of the evening, they decide to spend the night together and they both choose to have sex. **List 5 emotions Susan may be feeling.**

- 1.
- 2.
- 3.
- 4.
- 5.

Training Notes:





Reactions Frequently Felt By Rape Victims

Rape victims may cry, shake and be extremely tense. Feelings may be masked or hidden under a calm, composed and subdued effect. A controlled front may also indicate exhaustion, shock, or an attempt to deny or repress the violent attack.

Crisis Pattern: Rape Trauma Syndrome

I. Three Phases

A. Acute Phase

1. From immediately after attack to 5-6 weeks
2. Behavioral reactions:
 - a. expressed - outwardly tense, fearful, restlessness
 - b. controlled - outwardly calm
3. Emotional reactions may be:
 - a. initially - shock, disbelief, dismay
 - b. followed by fear and anxiety
4. Physical reactions:

Training Notes:

Read aloud the Crisis Pattern: Rape Trauma Syndrome. Pause for questions and reactions after each symptom. On this and the following three pages give examples when appropriate.



- d. gastrointestinal disturbances
 - e. genital-urinary discomfort
5. Disruption of life style

B. Pseudo-Adjustment Phase

- 1. From approximately six weeks post rape through months or years
- 2. Denial
- 3. **Rationalization** (an attempt to make sense of the rape)
- 4. An attempt to return to "normal" behavior
- 5. Problems with relationships
 - a. sexual dysfunction
 - b. problems performing normal activities

C. Integration and Resolution Phase

- 1. Crisis state is reactivated by:
 - a. an event
 - b. break through of suppressed emotion
- 2. Unexpected recurrence of thoughts about the attack or the rapist
- 3. Defense reaction:
 - a. phobias
 - b. free floating anxiety
 - c. depression

Training Notes:





II. Silent Reaction

The victim:

- A. Tell no one
- B. May talk about the rape as if it happened to a friend
- C. Displays sudden behavior and personality changes
- D. Experiences sexual dysfunction
- E. Feels increasing anxiety
- F. Has nightmares/flashbacks
- G. Loses self-esteem, self-confidence, etc.

III. Common Long-Term Post-Rape Reactions

- A. Fear:
 - 1. of being alone
 - 2. of crowds
 - 3. of men
 - 4. of anything reminding them of assailant
 - 5. of return of assailant
 - 6. of husband, family, or friends finding out

Training Notes:



- B. Embarrassment
- C. Guilt
- D. Suspicion
- E. Anger
- F. Obsession with assault
- G. Disruption of normal sex life
- H. Depression

Contacting the Police

A sexual assault victim who decides to file a police report and receive medical attention must undergo additional violations of her privacy and integrity. She must submit to a thorough physical examination and asked very specific questions about the details of the offense and about her private life by the emergency room physician and police officers. Once again the integrity and privacy of the sexual assault victim is violated, adding to her ongoing feelings of helplessness and vulnerability.

THINK ABOUT...



Watch the segments from the video "The Rape of Richard Beck". Jot down a few words in response to the questions. Be prepared to discuss your answers.

1. Describe how the victim's privacy and integrity were violated in the video?

Training Notes:

Show the video, **The Rape of Richard Beck**. The segments dramatize the continued violation of rape victims as they proceed through the police reporting and hospital examinations. Ask the students to jot down their reactions.



2. How could the questioning and medical examination have been more sensitive to the needs of the victim?

The Impact of Rape on Older Women

The impact of rape may differ for women in different age groups. For example, a 70-year-old widow does not have to deal with the possibility of pregnancy. On the other hand, elderly women are more vulnerable to physical injury and generally suffer more physical trauma as the result of rape than do younger victims.

While some experts believe that older women are more tolerant of stress than their younger counterparts, others feel that the "brave front" of the older woman may give way to depression and fear when the immediate crisis is over.

In addition to the practical and immediate outcomes of rape, there are long-term psychological effects to consider. When an older woman, especially a very frail older woman, becomes the victim of a crime, she

Training Notes:





is likely to be faced with a strong sense of decreased control over her own life. Once victimized, she may conclude that external factors such as other people, fate, or chance now control her life. This perception of loss of control may have a profound and permanent impact on her lifestyle and relationships with others. Immediate crisis intervention is especially important for the elderly victim, as she is least likely to have an available support system of family and friends to help her through the aftermath of a sexual assault.

THINK ABOUT...



Louise Johnson is 72 years old and lives with her husband, Walter, who is 76 years old. Both Mr. and Mrs. Johnson are retired. Mr. Johnson has left the house to go to the laundromat and Mrs. Johnson is making lunch. A man knocks on the front door and Mrs. Johnson answers the door. The man asks her if she has any yard work for him, and Mrs. Johnson tells him that she doesn't.

As Mrs. Johnson is closing the door, the man pushes his way in, knocking her to the floor. He kicks her and demands money. Mrs. Johnson begs the man not to hurt her and tells him all the money is in her purse. The man becomes angry when he discovers only \$13.00 and tells Mrs. Johnson he is going to teach her a lesson. The man beats and rapes Mrs. Johnson. Write down answers to the following questions. You may want to discuss your answers as a group.

Training Notes:

Ask students to read the story of Mrs. Louise Johnson. Ask the class to jot down their answers to the questions on this and the following pages. Allow plenty of time for their responses and reactions.



1. Do you think older people are too trusting? Why?

Do not allow students to place the "blame" on the victim. The level of trust in society has steadily decreased as violence has increased. That is the fault of offenders, not victims.

2. Will Mr. and Mrs. Johnson feel safe in their home again?

This question is to emphasize the long term impact sexual assault has on the victim, family and neighborhood.

3. How will Mr. and Mrs. Johnson's neighbors feel? (They are elderly also.)

Afraid and vulnerable. They may shun Mr. and Mrs. Johnson because they don't know what to say or do.

4. Do you think the man would have raped Mrs. Johnson if she had more money? What kind of rapist was he?

Encourage students to refer back to the Patterns of Rape discussed earlier in the lesson.

Training Notes:





5. **If Mrs. Johnson was your grandmother, would she be embarrassed to talk to you about what happened? Why?**

Embarrassment with this type of problem is natural. Yet, victims must be able to talk about the assault, if they are to heal emotionally.

6. **Do you think Mrs. Johnson will tell the police that she your raped?**

7. **If you were Mrs. Johnson, would you tell the police about the rape?**

8. **How do you think Mr. Johnson feels?**

Emotion powers behavior. How much emotional pain does the group think she will have to experience before telling anyone?

Training Notes:





9. What do you think Mr. and Mrs. Johnson's friends should do to help?

Students are to begin thinking about sources of help for the victim. It is important to remind students not to place the blame on the victim. Which friends may do. Should her friends encourage her to call the Rape crisis center, see her doctor, tell her clergy, tell her family?

10. What physical, emotional, and financial impact do you think the rape and battery will have on Mrs. Johnson?

Students should list both "present" and "future" symptoms on Mrs. Johnson may experience based on materials presented earlier in this chapter.

The Male Victim

Sexual assault centers around the country are reporting alarming increases in rapes of males, especially adolescents. The victim is usually in his late teens to mid-20s. Current statistics suggest that one in nine males will be sexually assaulted at some time during their lives. These statistics may be very deceptive, however, since 90 percent of male victims do not report their assaults to law enforcement or seek medical attention.

Assaults on males are usually perpetrated by a single assailant using a weapon or by multiple assailants who use sheer force of numbers to overpower the victim. More than half the reported cases of male sexual assaults, also involve kidnapping and burglary or robbery.

Training Notes:





The male victim exhibits the same range and intensity of emotional, behavioral and physical reactions as females. Though free of the fear of an unwanted pregnancy, a man may be plagued by self-doubt about his own sexuality and "maleness," as well as the fear of sexually transmitted diseases.

Most male victims do not seek help out of fear they will not be believed or they will be suspected of being homosexual. Our culture stereotypes men as strong persons who can compete and protect themselves and others important to him. Males who are placed in vulnerable situations are often seen as less than "real men," perhaps as homosexual. The cultural expectation that males should not exhibit vulnerability and the cultural sanction against a homosexual lifestyle result in men not acknowledging their own personal reactions. They may fear that they will be seen as less manly if others know they were raped. These expectations, distortions, and norms not only prevent men from acknowledging a wide variety of normal feelings and behaviors, but also prevent them from reporting sexual assault and seeking help.

THINK ABOUT . . .



Situation #1

A 27-year-old divorced truck driver picked up a woman in a bar, took her to a motel, and fell asleep. He awoke to find himself naked, tied hand and foot to a bedstead, gagged, and blindfolded. During the next 24 hours, he was repeatedly forced to have intercourse with four women, threatened with castration by a knife held to his scrotum whenever his performance flagged, and humiliated with derogatory comments. **List 5 reactions the man would be feeling.**

Training Notes:

Ask the students to read the case examples on this and the following three pages, and answer the questions. Allow plenty of time for this exercise.

Some male offenders may have a difficult time seeing any forced sexual behavior perpetrated on a male by a female(s) as violent or even harmful. The issue of choice must again be raised. The men in the scenarios did not choose to participate in the sexually violent acts.

Remind students that while calling the police may be appropriate following the assault, 90 percent of male victims do not report their assaults to law enforcement or seek medical attention.



- 1.
- 2.
- 3.
- 4.
- 5.

Do you think he called the police?

Situation #2

A 37-year-old married man was accosted by two women with a handgun, forced into an abandoned building, undressed, and tied up. He was forced to have intercourse and oral sex, and was then abused genitally and rectally until he fainted. For the next two and a half years he made no sexual overtures and became nauseated whenever his wife approached him. **List 5 reactions the man would be feeling when his wife wanted sex.**

- 1.
- 2.
- 3.
- 4.
- 5.

Training Notes:





3. When does seduction become rape?

When someone says no, it is ignored, and the offender forces sexual intercourse.

4. What is the difference between someone giving consent versus cooperating?

Reiterate the issue of choice. Remember: giving consent (choosing) is quite different than cooperating out of fear.

Marital Rape

Marital rape is forced sexual intercourse with a spouse. Statistics gathered by sociologist Diana Russell in 1987 estimate that one out of every seven women who has ever been married is raped by their husband, and two times as many women are raped by their husbands as by strangers.

- ◇ 26 percent of all rapes and sexual assaults against women were committed by an intimate partner or ex-partner (Bachman and Saltzman, 1995).
- ◇ Spousal rape is often more violent and repetitive than other rape, and it is less commonly reported (Bachman and Saltzman, 1995).
- ◇ American women are more likely to be assaulted and injured, raped or killed by a current or ex-partner than by all other types of assailants combined (Bachman and Saltzman, 1995).

Training Notes:



- ◇ A survey of women in San Francisco found that 14 percent of women who have been married have been raped by their husbands (Bachman and Saltzman, 1995).

Marital rape first gained national attention in 1978 when Gretchen Rideout's husband, John, was charged with a rape which occurred when the couple was living together. Media attention had waned by the time of the couple's divorce and John Rideout's conviction for breaking into his former wife's house and harassing her. Since 1978, a majority of states have enacted laws which allow for prosecution of a spouse for rape.

THINK ABOUT...



Angie and her husband Bill are getting a divorce. Bill no longer lives with Angie but sometimes comes over to visit his children. Recently Bill has been pressuring Angie to get back together. Today Bill has come over and is telling Angie that he wants to move back in. When Angie tells Bill no, he gets angry and tells her that she is still his wife and she will do what he says. He then tries to kiss her. She tells him to get out. He tells her no and starts hitting her. He then decides to "make love." She tries to get away, but can't. Bill then rapes Angie.

1. Is what Bill did against the law?

Refer students to your states statute's on rape of a spouse.

Training Notes:

Ask the students to read the case example of Bill and Angie. Ask them to jot down their answers to the questions on this and the following page. Spend some time discussing their responses and reactions.



2. **Can a person go to prison if he forces his spouse to have sex?**

Refer students to your states statute's on rape of a spouse.

3. **Should Angie report Bill to the police? Why or why not?**

Questions 3-5. Angie may consider the negative consequences of reporting (i.e., embarrassing the children, breaking up the family, feeling responsible for sending him to prison, losing child support while he is incarcerated) outweigh the positive. Often the spouse victim finds it extremely difficult to identify any positive consequences of reporting.

4. **If Angie doesn't report Bill, how can she stop him from doing it again?**

File a protective order, file a police report but fail to cooperate with prosecution. She could threaten to use the police report in the divorce proceedings if he does it again.

5. **What do you think should happen to Bill?**

Acquaintance Rape

The term **acquaintance rape** refers to a sexual assault where the perpetrator is known to the victim -- a date, steady boyfriend, neighbor, or friend. Acquaintance rape is also known as date rape or "social rape" because it often occurs as part of a social situation. Remember: being forced into having sex against one's will is rape; what makes this type of rape especially difficult is that the victim often trusts the perpetrator or had been personally involved with the him.

Training Notes:



Because the perpetrator is an acquaintance, some victims do not consider the attack a rape. Criminal law makes no distinction -- rape is rape, even if the attacker and victim know each other. However, knowing the assailant and having trusted that person in the past makes the event all the more painful and confusing for the victim.

Rape Can Happen On a Date

In date rape situations, two people may begin their relationship by choosing to be together, and then something goes wrong. Date rapes occur most frequently in familiar surroundings, such as the victim's or offender's home or car.

Alcohol and drugs usually play a role in date rape. Many people continue to think of rape as a crime committed by strangers flashing weapons and jumping out of dark alleys at three in the morning. Because date rape does not fit this stereotype, people may have trouble recognizing it as a rape.

How Does a Date Become a Crime?

Sometimes date rapists plan their assaults in advance. They spend time building up their victim's trust and confidence. They manipulate her into a situation where she is isolated and alone:

Sally was 18 years old when she was raped by Gary, a guy she met at a high school graduation party. Gary asked her to leave the party with him, but Sally decided to stay with her friends. Before he left, they exchanged phone numbers. Over the next couple weeks, Sally and Gary talked on the phone several times,

Training Notes:

Ask the students to read this and the following two pages. Allow plenty of time for the students to read and respond. Follow with a discussion about Jim's and Gary's actions. Encourage all students to comment.



and Sally finally agreed to a date. Gary picked Sally up at her apartment, spent a few minutes talking with her mother, and drove Sally to a nice restaurant for dinner. Sally relates what happened next.

"After we left the restaurant, Gary started driving real fast. He drove me up into the hills and parked his car next to the edge of a cliff. I didn't dare open the door; I was terrified that I'd fall out. He started grabbing me and kissing me and said that if I didn't do what he said, I'd be sorry. It was awful, Sally says softly as she remembers the incident. "I was all alone on a deserted road. There was nothing I could do." After he raped me, he took me home as if nothing had happened. Looking back now, I realize everything had been a set-up. If I had left the party with him that first time, it probably would have happened then. When I didn't leave with him that night, he just waited for another opportunity."

In other cases, the offender may not set out with the intent to rape. When the date begins, the guy and the girl may be on the same wavelength. The trouble starts when they misinterpret each other's behavior or when they stop paying attention to their own gut reactions. The guy, for example, may think that a girl's behavior in certain situations is an indication that she is interested in sex, even though she has not said so. The girl may have a funny feeling that something is wrong, but may be reluctant to say anything or act on the feeling. If neither the guy nor girl stops to check what the other is thinking, the situation can get out of hand. Date rape occurs when the girl is forced to have sex without her consent.

Training Notes:



Ken is a high-school senior whose best friend, Jim, experienced this type of situation last year. Although Jim and his date were able to prevent a rape from actually occurring, some couples in similar circumstances find that they are unable to do so.

Jim met Cathy at a party. She had come with a girlfriend who left the party. Cathy was worried when it got late and her friend hadn't come back. Jim offered to drive her home and she said "Okay."

Jim had a good time with Cathy at the party. He figured she must like him if she agreed to let him drive her home. On the way to Cathy's house, Jim stopped the car and started making the moves. At first, Cathy seemed to be going along. She let him kiss her a couple of times. So, he started really coming on. She tried to push him away. Jim said at first he figured she was just playing hard to get, and he sort of pushed her down onto the seat. Then she started crying and yelling "no." Jim said he realized then she was really upset. It wasn't just an act, and he backed off.

Jim was pretty mad at first. He told Cathy she was a tease and she shouldn't start something she couldn't finish. He asked her why she left the party with him and why she let him kiss her if she wasn't interested.

She told Jim she kissed him because she liked him, but that didn't mean she wanted to go to bed with him. Jim drove her home and they never saw each other again.

Training Notes:





Jim's not a rapist. But, what if he hadn't stopped? Would that have been rape?

Bill and Jennifer have been dating off and on for two years. During these two years, Bill and Jennifer have kissed and fondled but have not had sexual intercourse. Bill expects to take Jennifer to the movies and then go back to his house to spend the rest of the evening and have sexual intercourse.

At the end of the evening, Jennifer thanks Bill for taking her to the movies and asks to be taken home. Bill becomes angry and tells her that he wants her to go home with him. Jennifer says she will go to Bill's house for a little while. When they get to Bill's house, he begins kissing and hugging Jennifer. She tells him to stop. Bill continues and a struggle starts. Jennifer hits Bill during the struggle and he becomes very mad. He strikes Jennifer and tells her that she is going to get what she deserves. He then rapes her.

After the rape, Bill feels bad. He tells Jennifer that he is sorry and he doesn't know what got into him.

He begs her not to call the police and offers to take her home. He is crying.

Training Notes:

Ask students to read the case example of Bill and Jennifer. The focus of this case example is a rape occurring in a long-term relationship. The "relationship" often clouds the rape issue for students. After reading the case example, ask students to jot down their answers to the questions on this and the following three pages. Allow plenty of time for discussion and reactions.





1. Should Jennifer call the police? If not, why?

Questions 1-3. Not only should students list their answers but also consider the consequences of each decision. Often the victim feels the negative consequences of reporting outweigh the positive in this type of sexual assault. Decisions "not to tell" not only impact the victim, but society as well by giving the victimizer permission to continue his or her assaultive behavior.

2. Should Jennifer forgive Bill and forget it?

3. Should Jennifer let Bill drive her home now?

4. Should Jennifer still be afraid of Bill?

Have students consider how "fear" influences Jennifer's decisions. Do they think Bill will treat her the same way again?

Training Notes:





5. What do you think Jennifer did wrong, if anything?

Nothing. People should consent to sex, whether it's the first time or the 100th time. Forced sexual behavior is a crime.

6. Would it make any difference if Bill and Jennifer have had sex before?

No. Couples who care about each other do not demand sex. They have sex only when both want to.

7. Can you legally rape a woman you have had sex with before?

Yes- refer back to the statutes.

8. If you were a law enforcement officer, what questions would you ask Jennifer? (Give at least three questions.) Answers should be based on statute.

Are you injured?
Did Bill strike you?
Did you strike Bill?
Did Bill force you to go to his apartment?
Describe the altercation?

Did you consent to having sex?
How long have you known Bill?
Do you want to press charges?
Would you like assistance from a victim advocate?

Training Notes:



9. Do you think Bill would ever rape someone else? Why?

Students should use information concerning "why men rape." Bill is more likely to be an "Anger" rapist than a "Power" or "Sadistic" rapist. He exhibited remorse, so he probably won't do it again. However, what kind of situation might trigger him to do it again?

10. What emotional impact do you think the rape attempt will have on Jennifer?

Discuss the range of emotions with the class: fear, guilt, anxiety, confusion about the relationship, etc.

11. How do you think it may affect her future relationship with men?

She will be cautious, uptight and fearful even though she may put on a mask of appearing calm.

Acquaintance Rape on College Campuses

In a national survey of college students, one out of four women reported having an experience since the age of fourteen which fit the legal definition of sexual assault or attempted sexual assault in their state. Half of those experiences occurred on dates.

Training Notes:

Discuss with the class the rape epidemic that occurs on college campuses.

Emphasize the importance of clear communication. The following four pages discuss how to clearly communicate.



Communicating about Sexual Relationships

A common characteristic of survivors of date rape is that they trusted the person who assaulted them. In some cases, they blame themselves for not being able to stop what happened, or even for causing it, rather than holding the perpetrator accountable for his behavior.

One out of twelve men questioned in a national survey of college students admitted committing acts which fit the legal definition of sexual assault or attempted sexual assault. Persons who sexually assault their dates are placing more importance on satisfying their own desires than on mutual respect. Such persons feel they are entitled to sex and may ignore indications that their partner does not want to have it. Date rapists generally do not think of what they are doing as rape or as violence.

Date rape may be related to traditional ideas about what it means to be male or female. Boys may be taught (from older boys, adult males, the media, etc.) that dating is a series of encounters in which the goal, stage by stage, is to gain sexual access to girls. Girls, likewise may be taught that boys will try to gain this access, and that a girl's role is to resist these advances while working to maintain the relationship. His role is to advance, her's to resist. Dating becomes a game...a contest.(Texas Department of Health, 1994).

Lack of communication is often a contributing factor in acquaintance rape situations. Poor communication between two dating individuals results in not really knowing each other's expectations, sexual or otherwise. Long-term prevention of date rape will require redefining appropriate male and female roles and behaviors.

Training Notes:





It will mean teaching children that relationships should be based on mutual respect, and that we are responsible for our own actions. It will mean removing violence from any sexual behavior.

Couples must tell each other what their sexual limits are on dates, and must be alert to recognizing dangerous signals while it is still possible to get out of the situation. These signals include: the need to be in control most or all of the time, jealousy, angry or aggressive outbursts, possessiveness, ignoring personal space boundaries, not asking what the other person wants to do or ignoring their wishes, and generally not respecting the other person as an individual. Caution in dating is always justifiable, particularly in the early stages of a relationship. Both persons have a right to plan a date and feel some control over what is happening.

Clear communication involves listening as well as speaking up

Listen to your feelings. Trust your instincts. Maybe somewhere deep inside warning bells are sounding. Learn to listen to your gut reactions. Don't try to talk yourself out of them. You may sense trouble on an unconscious level before you know why you're in danger.

Tell your date how you feel and what your limits are. Once you know how you feel, or once you know you're not sure exactly how you feel, tell your date.

Training Notes:





Say it loud. Don't rely on ESP to get your message across. Don't assume that the other person will automatically know how you feel, or will eventually "get the message" without spelling it out.

Listen carefully. Make sure you take the time to listen to what the other person is saying. If you suspect the other person is not being direct - is saying one thing, but really means something else - ask for a straight answer.

Make sure how you say it is consistent with what you say. Communication involves three things: Words, tone of voice and body language. Studies show that people pay more attention to factors such as tone of voice and body language than to our actual words.

If you don't back up what you say with an appropriate tone of voice and body language, you may end up giving the other person a mixed message. For example, if you want to say "no", but you don't want to hurt the other person's feelings, you may try to soften your refusal by giggling, looking down, or using a soft voice. These behaviors discount your words. You are much more likely to get your message across if you look the person directly in the eye and say "What you're wanting to do right now may be something I want to do later, but right now I don't want to." If the behavior continues, pull away or stand up and repeat, "I said no."

Training Notes:





Say something like, "Look, I'm a little confused. You're saying you respect me and we've had a good time so far. But you're trying to do something I don't want to do now. What's going on?"

Why is it so hard to communicate clearly?

Two barriers which come up frequently in dating situations are PEER PRESSURE and SEX-ROLE STEREOTYPING.

Peer pressure can make us ignore our feelings. Peer pressure is a very powerful force in our lives. We all want to be liked and accepted by others. However, peer pressure can cause us to do what we think others want us to do rather than act in accordance with our own values and feelings.

Kristen, a 17 year old high-school junior, talks about peer pressure. *"My best friend met this guy. He was in a band, and he asked my friend to come listen to him play. A group of us went. We used fake i.d.'s to get into the club, and we dressed up to look a lot older than we really were. He asked us to go to a party with the rest of the guys. A few of them looked okay, but I felt funny about some of them. I tried to convince my friends not to go. I told them we didn't really know these guys or where they were taking us. But my friends talked me into it."*

Training Notes:

Ask students if they can share with the class their definitions of peer pressure and sex-role stereotyping. Have a short discussion and continue having the students read this and the following four pages. Discuss the situations described. Allow time for the students to share their reactions.



"You know, everybody says that peer pressure is over-rated, that it's not that hard to resist. But it's not easy to tell when it's happening. At the time, it was just my friends telling me everything would be okay and asking me not to spoil their fun. I wasn't afraid to stand up to them. I just didn't want to mess up their good time. So, I went.

"As soon as we got to the party, I knew we had made a big mistake. Everybody there was a lot older. It was pretty wild. I had no idea where we were. One of the guys kept coming on pretty strong. I told him I wasn't that type of girl, and he just laughed and kept on pushing. Fortunately, I convinced my friends to leave, and we managed to get back home. I know I was pretty lucky. Now I'm more willing to stick up for myself. I'm more confident that I might be able to make better decisions in some situations than some of my friends."

Sex-role stereotypes can make us assume the wrong things about people. Society creates expectations about what is appropriate behavior for men and women. As we grow up we get messages from our family, our peers, and the media about how guys and girls should behave. These expectations are called sex-role stereotypes.

Most of these attitudes and stereotypes are unconscious. We learn them at such an early age that we are no longer aware of them. Often, we don't recognize the ways in which they influence our values and behavior.

Training Notes:





Stereotypes cause us to over-generalize, to make such statements as, "All guys ever think about is sex," or "All girls say 'no' when they really mean 'yes'."

Stereotypes can be dangerous because they cause us to overlook individual differences. For example, a guy may not be able to hear "no" when a girl says it, if he was taught that all girls say "no" even when they really mean "yes." He may assume she does not really mean what she is saying and attempt to force himself on her.

Paul is a 24-year-old graduate student who has become more aware of the ways in which sex-role stereotypes influenced him and his friends. "In high school," Paul says, "there was enormous pressure on all of us to score. We were the track stars. We were supposed to live up to this 'jock' image. Looking back, I know there were guys who pushed pretty hard just because they thought they had to. I was still a virgin in my senior year and thought there just had to be something wrong with me. It was something I worried about all the time."

It is important to pay attention to your own feelings and values and to act on them, rather than acting in accordance with a stereotyped idea of how guys or girls should behave. It is also important to listen to others and to check out how they really feel. Do not assume that every guy or girl fits the social stereotype.

Training Notes:





PERSONAL SAFETY

The next time you are having a conversation with your friends, listen carefully for comments indicating male and female stereotypes. Are they positive, degrading, extremely traditional? Are you willing to share your newly acquired knowledge with your friends when you hear them stereotyping?

Training Notes:

Ask the students to read the **PERSONAL SAFETY** section. Allow students time to answer the question. Ask if anyone has tried changing stereotyped beliefs before. If so, how did they do it?





GUEST SPEAKER NOTES

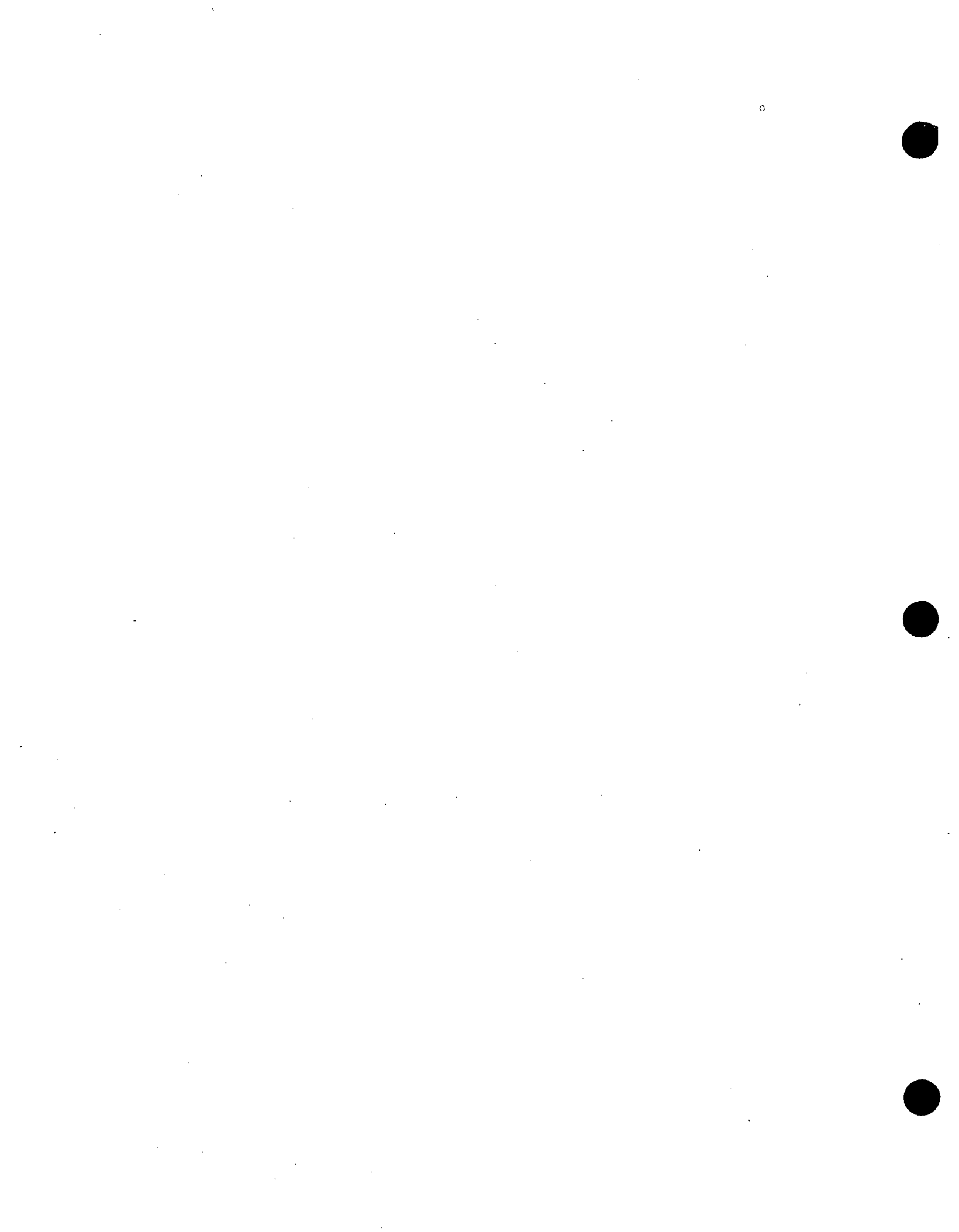
Training Notes:

It may be difficult to find a victim to openly speak about their victimization. If this is the case, please consider locating a sexual abuse counselor to address the physical and psychological trauma a sexual assault victim endures.









SUPPLEMENTAL RESOURCES

Use the following materials either as resources for yourself as a trainer or if you wish to expand class materials.



THE VIOLENT EPIDEMIC

- ◇ Every 1.3 minutes in this country, someone is forcibly raped.
- ◇ At least one out of every eight women will be raped in her lifetime.
- ◇ 78 percent of rapes involve a person they knew
- ◇ More than half of the reported rapes, the victim, the rapist, or both, are teenagers.
- ◇ Non-stranger rapists were almost 70% more likely to have been under the influence of alcohol or other drugs at the time of the victimization compared to stranger rapists.
- ◇ Eighty-four percent of rape offenders were acquaintances of their victims. (Koss, 1990)
- ◇ People raped by an acquaintance are less likely to report the crime. Many times they feel overwhelming guilt, feel powerless to do anything about the assault, and distrust their judgement.
- ◇ Of 3,187 college women surveyed, 478 reported having been raped. Of these 478 women, 10.6 percent were raped by strangers, 24.9 percent were raped by non-romantic acquaintances, 21 percent were raped by casual dates, 30 percent by steady dates, and 8.9 percent by family members (Koss, 1987).



What To Do If You(or Someone You Know)Is a Victim of Rape?

- ◇ Get to a safe place.
- ◇ Call an adult or someone you trust to come and stay with you.
- ◇ Call the police immediately, if you choose to report the crime
- ◇ Preserve all physical evidence. Do not change clothes. Do not shower or bathe. Leave sheets or place you were raped untouched.
- ◇ Go to a hospital emergency room for medical care and testing for HIV and other sexually transmitted disease.
- ◇ Get counseling services from a Rape Treatment or Crisis center.



Reporting the Crime to the Police Makes Victims Feel Less Powerless.

Many victims feel better as a result of making a police report. We have already talked about the feeling of POWERLESSNESS that many victims experience during and following a rape. Very often, by taking action and reporting the crime, they feel more in control.

Sometimes victims are reluctant to report because they are concerned about how they will be treated by the police. The police officers recognize the special needs of rape victims. Many police departments today provide special training for their male and female officers in an effort to treat victims in a sensitive manner. Ask for a female investigator if the victim would be more comfortable with a woman.

Medical Care is Important Even if Injuries are Not Present.

Although many victims of rape do not sustain serious physical injuries, it is still important to obtain a medical examination. After an assault the victim may be in a state of shock and unable to really tell if they were injured.

Doctors and nurses in most hospital emergency rooms are specially trained in collecting evidence, such as fibers from clothing, body fluids and other items from the victim's person and clothing. This evidence will help in the prosecution of the attacker if he is apprehended.

Emergency room doctors and nurses can also provide information about how to deal with the risks of sexually transmitted diseases and pregnancy.



Talking with a counselor.

The emotional trauma of rape does not "just go away." It is important for victims to talk about how they feel with someone who understands what they are going through. A trained counselor can help the healing process.

Special counseling services exist in many communities to help victims of rape. Often, these centers provide their services free of charge or at very low cost.

The counselors at these centers are experienced in helping rape victims. They understand that rape is never the victim's fault. These counselors will often stay with victims when they go to a hospital emergency room or make the police report.

Many of these centers also offer counseling to the family and friends of victims. This is especially helpful to teenage victims who are often concerned about their parents' reactions. Rape crisis counselors can help victims talk with their parents and ask for their support.

Special counseling services also exist to meet the needs of victims from different ethnic and cultural backgrounds. Counselors who work with these agencies share the victims' language and culture and understand their special needs.

You can get in touch with services in your area by looking in the telephone yellow pages under "Rape", by asking the Directory Assistance operator for the number, or contacting the local police department.



Practical Suggestion To Those Closest To Victims Of Sexual Assault

Spouse, Family and Friends

◇ Know what to expect from them and others following the rape.

Find out the emotional stages the victim will probably experience so you will recognize them as being a part of the process when they appear. The Rape Crisis Center can give you that information.

◇ Recognize and accept the victim's feelings and your own feelings.

Knowing what you feel, as well as what your significant other feels may be a whole new experience for both of you. It takes time and practice and often help to name what you feel and then to express that to someone else. Seeking help from a counselor is a good option.

◇ Accept the victim's reactions.

This is sometimes very difficult to do because we often all have feelings that we don't like or have a hard time accepting in ourselves, as well as in others. You must be able to accept your own feelings and allow the victim to be able to share hers. Sometimes that means first talking about these feelings to someone not directly involved. A support group of significant others can be an invaluable asset in helping you do this.

◇ Communicate your feelings and thoughts to the victim.

In doing so, you communicate that she is not alone and has your unconditional support. This may be difficult, too. This is also where a support group or counselor can be very helpful. It's important to be honest with yourself, take responsibility for your own feelings, and not blame her for them. Sometimes when we feel pain, it's hard not to blame someone else. This is a process, just like the survivor's recovery is a process. It all takes time.

◇ Put blame where it belongs -- on the rapist, not her or you.

Don't waste time blaming anyone other than the rapist for the rape. No one else is responsible. It doesn't matter if unwise choices put the survivor in contact with the rapist and it doesn't matter what you could have or should have done. The rapist had a choice: to rape or not to rape. He chose rape. He's responsible and he is to blame.

◇ Gather information so the victim and the family can make informed decisions.

Find out about medical care, counseling, reporting, legal issues, etc. and leave the decision-making to the victim. Remember she has already been robbed once of her ability to choose. When you leave the decisions to her, you help give some control back.



◇ **Give yourself time.**

You also need time to accept the rape as real, especially when no visible or physical signs are apparent. You also need time to heal; give it to yourself.

◇ **Believe them.**

Your affirming response may be more crucial to her recovery than anything.

◇ **Reassure her.**

Tell her you value and care about her. Tell her she is the same worthwhile person she was before the assault happened. Reassure her with whatever help you feel you are capable of giving to them.

◇ **Listen to her.**

When she is ready to talk, listen beyond her words to her feelings, without judging or demanding change.

◇ **Do what you can to enhance her feelings of safety.**

Some of the things she might want to do may seem unnecessary to you like leaving the lights on, getting new locks, sleeping in her clothes for awhile. Realize all sense of safety was robbed from her and she is trying to get as much back as she can.

◇ **Realize your own limits.**

You cannot take personal responsibility for her feelings or her recovery. You can help provide an environment for recovery in some of the ways already mentioned but you can't make it happen.

◇ **Trust her to be powerful and strong enough to recover.**

She is a survivor. Whatever she chose to do to survive was the right decision. Your trust in her capability reinforces and empowers her recovery.

◇ **Communicate information to others only in the way she desires.**

Ask what she wants told and how. Don't exceed those boundaries.



Don'ts

- ◇ Don't contact the rapist or seek your own revenge.

- ◇ Don't interrogate the victim. Interrogating implies blame.

- ◇ Don't ask "why" questions. These imply blame also.

- ◇ Don't imply cooperation or enjoyment of the sexual act in the assault in anyway.

- ◇ Don't believe the myths about rape.

- ◇ Don't rob her of control by "taking over" to avoid your own sense of helplessness.

- ◇ Don't demand immediate and open communication about the experience, especially the sexual aspects. Let her talk when she is ready.

- ◇ Don't pressure her into or demand sexual activity from her. Let her choose.

(Material adapted from Recovering from Rape by Linda Ledray, R.N., Ph.D.)





The Big Picture: You Can Make A Difference

Rape is a product of our culture, nurtured by views of women as property or objects, supported by stereotypes of subservient women and aggressive men. If we are to stop rape, we must first destroy the atmosphere in which it thrives by altering these attitudes. Examine your attitudes about rape.

- ◇ Talk to others . You've shared the myths. Now share the facts.

- ◇ Confront sexist and degrading language, humor, and behavior. Jokes about rape aren't funny. They're cruel!

- ◇ Boycott products and institutions that objectify and degrade women or profit from sexist advertising.

- ◇ Support your local rape crisis center and women's efforts to stop rape.

- ◇ Speak out against sexual assault.



PERSONAL SAFETY

Read the following case example and answer the questions.

A jogger is running through a local park. The jogger is accosted by two assailants who drag the victim into the park public restroom. They tie up, gag, and threaten the victim with a knife. The victim is sodomized and forced to perform oral sex. The victim is taunted with the knife and receives superficial cuts on the genitals. After one hour of continuous assault, the victim is left dazed and bleeding on the floor of the restroom.

- 1. Imagine you are the victim. What are your thoughts and feelings during the attack? What are you going to do following the attack?**
- 2. Imagine that the victim is a member of your family. What are your thoughts and feelings after being told of the attack? What are you going to do to assist the victim?**
- 3. Imagine that you are a counselor at a Rape Crisis Center. What are your thoughts and feelings after being told of the attack? What are you going to do to assist the victim?**
- 4. Imagine that you are a member of the city council. What are your thoughts and feelings after being told of the attack? What are you going to do to assist the victim? What can you do to make your city safer?**



Sources of Help

List your local, state, federal agencies assisting sexual assault victims.





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WORDS TO KNOW

assault

simple assault

aggravated assault

stalking

OBJECTIVES

As a result of this lesson you should be able to:

- ◇ define assault according to your state law
- ◇ know the difference between simple and aggravated assault
- ◇ explain the impact of assault on victims

THINK ABOUT...



Your dad, who is the primary wage earner in your family, is in the parking lot of his job, getting out of his car to go to work. Two juveniles pull up in their car and accuse him of cutting them off in traffic. They yell obscenities at him, then one of them hits your dad over the head with a baseball bat, knocking him unconscious.

Training Notes:

Ask the class if they were aware that legally, there are several different kinds of assault. Point out the WORDS TO KNOW and discuss the OBJECTIVES. Ask the class if they would like to add other OBJECTIVES to the Assault section.

Ask the class to read silently the true story beginning at the bottom of the page. If anyone in the class cannot read, read it aloud or let members of the class take turns reading aloud.

Your father is rushed to the hospital because he is suffering severe head injuries. He is in the hospital for six weeks, and then is moved to a rehab center where he has to learn to eat, drink, walk, and talk all over again by using a different part of his brain. (Brain injury does not heal. Sometimes other parts of the brain can be trained to take over the functions of the damaged part.)

Jot down a few words in response to the following questions. Be prepared to discuss the questions in class.

1. How would you feel about what happened to your father?

2. How would your mother feel about what happened?

Training Notes:

After reading the brief true story ask the class to jot down their reactions to the questions on this and the following page. Ask the class to share how their family would react.

Ask if anyone in the class has had a family member permanently injured as the result of an assault. If so, ask him or her to share the long-range effect on the family.

3. Would other family members be upset? Who?

4. Since your father would no longer be able to work, how would your family make it financially?

Training Notes:



TRUE/FALSE

Place a "T" to the left of statements you believe are primarily true and an "F" to the left of statements you believe to be primarily false.

1. ___ **Of all the violent crimes listed by the FBI, assault is the crime committed most often.**

TRUE: Fifty-nine percent of the violent crimes reported in 1993 were assaults.

2. ___ **About half of the assaults in the United States involve use of a weapon.**

FALSE: About 1/4 involved use of a weapon

3. ___ **Assaulting someone with a weapon is called "simple assault."**

FALSE: In most states it is called "aggravated assault" if a weapon is used.

4. ___ **More people are assaulted with guns than with hands or fists.**

FALSE: Most assaults are with hands, fists, or feet.

5. ___ **Twelve to seventeen-year-olds are the age group most likely to become victims of aggravated assault.**

FALSE: While 12 to 17 year olds are as likely as 18 to 24 year olds to become victims of rape, robbery, or simple assault, the 18 to 24 year old group becomes victim to more aggravated assaults.

6. ___ **Young people are more likely to be assaulted by strangers than are older adults.**

FALSE: Young people are most likely to be assaulted by an acquaintance.

7. ___ **Some people who have injured someone else because of drunk driving have been convicted of aggravated assault for their crime.**

TRUE: Many states consider a vehicle with a drunk driver at the wheel a deadly weapon.

8. ___ **More people are assaulted with knives or other cutting instruments than with hands or fists.**

FALSE: Hands, fists and feet are the most common weapons.

Training Notes:

Ask the students to complete the True/False Quiz on this and the following page.



9.____ **While it is not acceptable to assault most people, it is acceptable to hit your wife or girlfriend if you think she is seeing someone else.**

FALSE: It is never acceptable to hit a child.

10.____ **It is never acceptable to hit a child.**

TRUE: A child should never be hit.

DEFINITIONS

There are two types of assault: aggravated and simple.

Aggravated assault is an unlawful attack by one person upon another for the purpose of inflicting severe bodily injury. It is generally called “aggravated” because a weapon was used which could have caused death or serious harm to the victim. You can be convicted of aggravated assault even if your victim was not actually harmed. The fact that the gun, knife, or other weapon used could have resulted in serious personal injury if the crime were successfully completed is enough evidence to convict you. In a number of states, driving drunk and injuring someone has resulted in aggravated assault convictions because the court has

Training Notes:

Using your disk, you should have already entered your own state statutes for aggravated, simple, and other assaults on this and the following page. Be sure everyone understands all the words in the statutes. Point out that even if the injury did not actually take place, the intent to seriously injure can result in aggravated assault conviction.

It could be useful to identify some recent cases in your community where assault convictions were obtained and the sentences given.

considered the vehicle a deadly weapon. (Federal Bureau of Investigation, 1994.)

Simple assault is the attempt or intentional threat to inflict less serious bodily injury without a weapon.

THINK ABOUT...



Read the following and answer the question below.

Scars From Assault Sometimes Mark Innocent Victims Forever

(WASHINGTON) People stare at the scars on his throat as he waits in grocery store check-out lines. Sometimes they ask if he fought in Vietnam. He never served in Vietnam, but he tells people he did, because he knows from experience that they won't want the truth.

The truth is, eight years ago a stranger jammed a knife into his gut, spilling the intestines out of his slight frame, then split his throat as he lay calling for help. It's those details people don't want to hear — details that still rattle him, causing his hands to shake uncontrollably, calling attention to nails bitten down to nothing.

The sandy-haired young father is just one of several million people victimized by aggravated assault in the

Training Notes:

Ask the class to read the story of Larry Roberts.

past decade. The attack swept away his optimism and trust, his devil-may-care fearlessness.

Taking its place is fear — fear so real that after telling his story, he asked that his real name and hometown be kept secret.

“We live with the realization that it doesn’t happen to somebody else,” said the boyish, 33-year-old we’ll call Larry Roberts. “We know that people will hurt you.” Murders may steal the headlines, but the number of serious assaults dwarfs the number of killings. Assault victims survive, but often are changed forever. “The trauma of having looked at the jaws of death is something that is very rough to deal with,” said John Stein, deputy director of the National Organization for Victims Assistance.

More than half-a-million people — roughly the number of people who live in a moderately large city, — were injured in aggravated assaults last year alone, according to the National Crime Survey. The survey found that 1.1 million others were victims of an attempted aggravated assault with a weapon — a gunshot flew by them, for example.

On a warm June evening, Roberts was on leave from the Navy and interested mainly in getting in a last day of scuba diving before his aircraft carrier departed in two days. He was pitching a tent in a park when two strangers struck up a conversation. They seemed friendly enough. Then without warning, one of them

Training Notes:

stabbed Roberts in the abdomen and ran off with his scuba gear, wedding ring and \$4 in cash.

“When I thought he was gone, I started to holler for help,” Roberts said, a catch in his now-raspy voice. “He came back through the woods and he tilted my head back and slit my throat twice. Then he tied my feet together and my hands back to two trees.”

Roberts eventually worked free, dragged himself 250 feet to a dirt road, holding in his intestines and pressing his chin toward his chest to keep the blood from spurting out. Help finally arrived the next morning. He spent 10 months in the hospital, undergoing at least 10 operations.

The fear took over when he emerged from the hospital the following April. “I used to take a gun with me wherever I went,” he said. “I was scared to death.” In the next two years, Roberts moved his family six times. “Something would happen, something would trigger me, and we’d be gone,” he said.

They stopped running in rural Maryland so their elder daughter could start school and enjoy the semblance of a normal life. The next year, Roberts and his wife had a second daughter.

In the meantime, his attacker pleaded guilty to attempted murder and served six years of a 10-year sentence before being freed as a model prisoner. Roberts still fears him — even though he believes his fear is irrational. He also insisted that the assailant’s name not be used, in part because he doesn’t want to antagonize him.

Training Notes:

The Roberts don't employ baby-sitters because they don't trust strangers. Their home is guarded by a large, loud dog nicknamed Norad, after the nation's early warning system for nuclear attacks. At night, the home is awash in light. Two sheriff's deputies live across the street.

The attack destroyed Robert's career plans. The Navy discharged him because he could no longer perform his job. He has had a drinking problem. He spent two months in a psychiatric hospital last year.

Today, he takes things more slowly, teaching scuba diving only part time while attending college. And after years of shying away from the world, he now tells his story to police groups, hoping to sensitize officers to victims' needs. It is important to Roberts that he controls the impact of the attack and not the other way around, but he conceded, "It has given my life a different direction."

By Carolyn Skorneck
Associated Press

Training Notes:

Ask the class to jot down some of the feelings they think Larry Roberts may have now, eight years after his assault. During the discussion, ask if any of the class have similar feelings about the time they were assaulted. Does anyone in the class have permanent physical injury as a result of an assault? How do they feel about it now? Can anyone in the class remember a time when the emotional pain became so intense that their body simply stopped feeling anything? Explain that when the body shuts off its ability to feel emotional pain, it also shuts off its ability to feel emotional pleasure.

Ask the class to think of someone they know who recently assaulted someone. Have them describe all they know about the situation, especially how it started. Do they think the perpetrator thought of any alternatives other than assault?



Imagine yourself as Larry Roberts today. Name some of your feelings.

THINK ABOUT...



1. Describe a situation that has resulted in an assault by someone you know.

2. Discuss some ways it could have been prevented.

Training Notes:

In discussing the classes responses to #2, ask if any of them were taught other ways of handling conflict in their own families other than hitting. What were they?

3. Describe settings where you might be more likely than others to be assaulted by a stranger.

THINK ABOUT . . .



Read the following true story and then jot down your reactions to the questions.

Too weak to eat, but able to stand with help, the piano teacher beaten nearly to death on June 4, 1996 in Central Park, New York City, has been moved from a hospital bed to a rehabilitation center. Doctors at New York Hospital-Cornell Medical Center say she has made remarkable progress. Her next step is to gain

Training Notes:

In answering #3 the class is to imagine themselves in a situation where they might be assaulted by a stranger. The goal is to identify themselves as an innocent victim.

Ask the class to read about the victims of John Royster, unless someone in the class can't read, then read it aloud. Give the class several minutes to jot down the answers to the questions, then discuss their answers.

strength and undergo therapy at a facility specializing in traumatic brain injury. Once there, she will be told what happened to her.

Police say John Royster, 22, has confessed to attacking the piano teacher and other women. Royster has also been charged with killing a woman at her dry-cleaning establishment on Park Avenue, severely bashing a woman near an East-Side heliport, and beating another woman into a coma on a bridge in Yonkers.

1. **Why do you think John Royster is attacking women?**

2. **Does he have any realistic reason for assaulting them?**

Assaults on juveniles have nearly doubled during the past few years and the perpetrators have generally been family members, friends or acquaintances. Many juvenile assault victims say the first assault they remember was in their own homes.

Training Notes:

Be sure in #2, you lead them to the conclusion that there is no reason for the assaults.



4. Do you remember the first time you hit someone else hard enough to hurt them? Do you remember why you did it? How did you feel afterward? Did you make any decisions about hitting in general at that time?

DEFINITION

Stalking is the term often used now to describe willful, malicious and repeated following and harassing of another person (NIJ, 1993). Anti-stalking laws now have been passed in all fifty states and the District of Columbia.

Training Notes:

Using your disk, you should have already inserted your state statutes on stalking on this page. Be sure that everyone understands the meaning of all the words.



Accountability

Stalking often results in assault to the victim. The underlying factor in stalking is the exercise of control and power — perceived or actual — over another individual. Most stalking victims are former lovers, former spouses, and spouses; however, some stalking victims are co-workers, neighbors, celebrities, political figures, or even strangers. The nature of control varies from offender to offender and the offender's relationship to the victim.

Stalking behavior ranges from hang-up phone calls to more focused direct threats. As the behavior escalates over time and the residence of the victim is visited, the likelihood of assault increases. **No one has the right to stalk or assault a person, regardless of how the offender feels he has been wronged by the victim.**

THINK ABOUT...



In Indiana, a man was incarcerated for spouse abuse which also included verbal threats to kill his wife. He was later released on work furlough as a result of his good behavior in jail. He was instructed not to go near his now-former wife. The victim, who had requested notification in any change in her former husband's status, was not notified that her husband had been freed. Within two hours of his release, he went directly to her home and, in front of neighbors, beat her with the butt of a rifle. She died a few days later.

Training Notes:

Ask someone to read the **ACCOUNTABILITY** section aloud. Ask that the bolded statement be read a second time aloud. If the class has difficulty accepting this statement, see if they will explore other avenues other than assault or stalking to resolve conflict. Ask the class to read the THINK ABOUT... section silently unless someone in the class cannot read.



Jot down your reactions to the following questions and be prepared to discuss them in class.

1. If you had been one of this couple's children, do you think you would have taken your father's threats to kill your mother seriously? Why or why not?

2. Whose fault is it that this woman was killed?

Training Notes:

Question #1 may trigger remembrances of threats in class members' own homes. Be prepared for emotional reactions if this is the case.

Ask the class to write on a piece of paper "Yes" or "No" to the question, "Has anyone threatened to kill you since you have been a student here?" If yes, have them write on a scale of 1 to 5 how seriously they took the threat, a "1" being not seriously at all and a "5" being very seriously. Collect the papers. The answers may alert you to safety concerns among the classmates. Positive attitudes are not likely to emerge among people who do not feel safe.

Hopefully, their own sense of vulnerability will still be with them as they answer question #2. Before discussing their reactions to #2, have them mark the list at the top of the next page.



Following is a list of things the woman might have done to try to protect herself. Put an "X" beside those you think may have worked.

Let's assume that she took none of the above precautions. Whose fault is it that the woman was assaulted and killed?

_____ Change the locks on her house and install dead bolt locks.

_____ Install outside lighting.

_____ Maintain an unlisted phone number.

_____ Treat all threats as legitimate and call the police.

_____ Vary routes traveled and not walk anywhere.

_____ Inform a trusted neighbor about the situation. Provide neighbors with a photo of him and possible vehicles he may drive.

_____ Have co-workers screen calls at work.

Let's assume that she took none of the above precautions. Whose fault is it that the woman was assaulted and killed?

Training Notes:

Guide your discussion of the last question carefully. You must strongly assert that entire fault was the offender's. No woman should have to complete these tasks in order to be safe. She has the inherent right to be safe in her own home and in her own community. The problem is his, not hers. (Good Luck!)

GUEST SPEAKER NOTES

Training Notes:

Close the assault section with a speaker who is a victim of assault. Be sure the victim is instructed not only to address the physical and financial problems, but the emotional pain -- nightmares, flashbacks, breaking out in sweats, anxiety, lack of ability to sleep, hyper-vigilance immediately after the assault and now.





**SUPPLEMENTAL
RESOURCES**

Use the following materials either as resources for yourself as a trainer or if you wish to expand the class materials.



THE VIOLENT EPIDEMIC: ASSAULT

- ◇ Assault is the most-often committed violent crime in the United States. Approximately 59% (1,135,099) of the violent crimes reported to law enforcement in 1993 were aggravated assaults. (FBI, 1994)
- ◇ Approximately 1/4 of the assaults in 1992 involved the presence or use of a weapon. (BJS, 1994b)
- ◇ Out of every 100,000 people in the U.S., 440 became victims of aggravated assault in 1993 -- one every 28 seconds. (FBI, 1994)
- ◇ About 31% of robbery and assault victims suffered physical injury in 1992.
- ◇ The highest rates of aggravated assault are for the 18-24 age group. However, in 1991, juveniles ages 12-17 were as likely as the 18-24-year-olds to be victims of rape, robbery, and simple assault. (Snyder & Sickmund, 1995b)
- ◇ Most offenders who victimize juveniles are family members, friends, or acquaintances. (Snyder & Sickmund, 1995a) Between 1983 and 1992, juvenile assaults increased 100% while assaults of persons in their 20's increased about 60%. (Snyder & Sickmund, 1995b).
- ◇ Violent crimes against youth are more likely than crimes against adults to involve victims and offenders of the same sex, race, and age. Teenage victims are more likely than adult victims to report that the offender was a casual acquaintance.
- ◇ In 1991, only 22% of personal crimes against juveniles were committed by strangers. Adults were much more likely to be victimized by strangers (42%). (Snyder & Sickmund, 1995b).
- ◇ The average dollar loss for assault in 1992 was \$124.00. These costs included medical expenses and lost pay. (BJS, 1994a)

◇ Types of Weapons Used in Aggravated Assaults:

Hands, fists, feet	26.3%
Firearms	21.5%
Knives or other cutting instruments	17.6%
Other	31.0%

(FBI, 1994)

◇ Most stalking victims are former lovers, former spouses, or current spouses. However, stalking victims also include co-workers, celebrities, political figures, and strangers. (NIJ, 1993).

◇ The first 48 hours following the issuing of a restraining order are usually the most critical time for the potential victim. (NIJ, 1993).

Tips for Stalking Victims and Others in Danger

1. Have quick access to critical phone numbers:

Law enforcement

Friend

Domestic Violence Shelter

2. Keep numbers handy you will need after reaching safety:

Attorney

Prosecutor

Family

Pet care

3. Keep a packed suitcase in your car or other safe place for quick departure. It should contain:

Phone numbers (see above)

Money

Medications

Creditors Phone Numbers

Birth Certificate

Social Security Card

Back-up Set of Keys

things children will need

4. When in immediate danger, get to one of the following safe places:

Police station

Family/friends (only if perpetrator does not know location)

Domestic Violence Shelter

A well-lighted Public Place

5. Preventative Measures:

Install dead bolts.

Install adequate outside lighting.

Maintain an unlisted phone number.

Treat all threats as legitimate and call the police. Even if they can't do anything they will record it and know about it next time you call.

Vary routs when traveling by car and especially by foot.

Inform neighbors and give them a photo of the abuser.

If renting, inform the manager.

Have co-workers screen phone calls.

(These materials excerpted from INFOLINK Materials: Helpful Guide for Victims of Stalking. The National Victim Center, February 6, 1993; and Security Recommendations, Los Angeles Police Department, Threat Management Unit, 1993).



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robbery

WORDS TO KNOW

robbery

white collar fraud

carjacking

bank robbery

OBJECTIVES

As a result of this lesson you should be able to:

- ◇ define robbery
- ◇ explain the impact of robbery on victims
- ◇ define carjacking
- ◇ explain the impact of bank robbery on tellers
- ◇ explain how white-collar fraud affects victims

THINK ABOUT . . .



Watch the “Victims of Crime” segment on Robbery and answer these questions:

1. List the key statements the victim makes about the impact of the crime.
Do you remember what she said about her children?

2. What are your reactions to what you saw and heard?

Training Notes:

Review with the class the difference between burglary and robbery -- that robbery includes threat of violence or violence to a person in the process of burglary.

Spend a few moments looking over the goals for the chapter and ask if the class would like to add any.

Show the **Victims of Crime Video** segment on Robbery and discuss the two questions on this page.



THINK ABOUT...



Read the following story.

Mildred is a widow and lives alone. She is 65 years old and is walking to the store to do her shopping. On the way to the store, she is attacked by two youths who push her to the ground and steal her purse. Mildred is unable to get up and call for help because the fall has broken her hip and wrist. The youths take Mildred's Social Security check and \$125 in cash which was in her purse with pictures of her deceased husband, her grandchildren, her Medicare card, her Social Security card, and her driver's license. Mildred is hospitalized for several months while her hip heals.

Jot down answers to the following questions and be prepared to discuss in class.

1. What physical effect do you think this crime will have on Mildred and her family?

Training Notes:

Have someone in the class read Mildred's story aloud. Ask each class member to jot down answers to the questions on pages 2 and 3 and then be prepared to discuss them in the large group.

DEFINITIONS

Robbery is both a property crime and a violent crime. What separates robbery from property crimes is the offender's use of force, personal violence, and fear. **Robbery** is the taking or attempting to take anything of value from the care, custody, or control of a person or persons by force or threat of force or violence and/or by putting the victim in fear (Federal Bureau of Investigation [FBI], 1994).

Carjacking is a special type of robbery involving the taking of a motor vehicle from another by force or threat of force or violence. Carjacking has only recently been included as a distinct offense in federal and many state laws.

Training Notes:

Using your disk, you should have already copied your state statutes on robbery and carjacking on this page. If you need additional pages, do not number them or the student manuals and your teacher's manual will be out of sync.



ccountability

Victims of robbery suffer severe emotional trauma. While the object of robbery is to obtain money or property, the crime always involves force or threat of force, and many victims suffer serious personal injury. The robbery victim often passes through stages from initial shock and denial to partial recovery many months or years down the road. Although each victim takes his or her own path to recovery, the trauma changes the victim's life forever.

Put yourself in the place of a robbery victim and imagine how you would feel. **No one has the right to commit a robbery against a person regardless of the circumstances.**

Training Notes:

Read the ACCOUNTABILITY section aloud to the students. Discuss the last paragraph fully.



THINK ABOUT...



Read the following article.

The Year My Life Was Stolen

By

Mari Brendel

It started in February. I came home about midnight, after an evening out with friends, only to see a sight that made my heart drop. The front door was wide open.

Someone had ransacked my house, strange hands having pawed through my most private possessions. They stole jewelry, crystal and some electronics. They even took the oak night stand from beside my bed.

The police came and dutifully took a report. After they left, as I was getting ready to go spend the night at a friend's (there was no way I was going to stay there), I hit the play button on my phone answering machine.

"Dori," said the voice, the sound of partying going on in the background. "Dori, are you there? Are you there?"

The message was left at 11:37 p.m.

Training Notes:

Divide the class into small groups and have those who can read take turns reading the story on pages 6 - 13, paragraph by paragraph. After reading, the groups can work on the four questions at the end together and report back to the full group.

Later that night, I realized that maybe someone was watching me at the bar, someone who knew me and my phone number, and called to warn their partner (Dori?) that I was on my way home. It seems far-fetched, I know, but it was an eerie feeling I couldn't shake.

I don't know if that's what happened, but the thought still lingers.

Then, two months after the burglary, things went from bad to horrific. It was 5 p.m., and I'd just gotten off work. There's a bar/restaurant on Broadway where I usually go, and I was pulling up on a side street when it happened.

As I turned off the ignition and started to open my door, I looked up to see a man in a knit cap blocking my way. I couldn't tell if he was African-American or Hispanic. The first thing I noticed were his eyes. They were absolutely black. Black and cruel.

I started to tell him to back off, but he stopped me cold.

"I want your f***ing car," he hissed. "If you say another f***ing word, I'm going to blow your f***ing brains out."

Then he pulled back his coat to reveal a pistol tucked in the waist-band of his pants.

I got the message.

Training Notes:

Just then, two friends pulled up in front of us and started walking toward me. I was thinking “No, no, no!” because from the look in that guy’s eyes, I think he would have blown us all away and not thought twice.

I jumped out and ran, yelling for my friends, “Get away! Get away! He’s got a gun!”

The police were there within minutes, but the carjacker was already long gone, burning rubber as he raced away in *my* car — with *my* purse in the seat next to him.

I was numb, in a state of shock, but not too numb to hear one of my friends, a former policeman, tell the officers that he’d seen a gray Cadillac parked nearby with two men sitting inside. They’d been sitting there, waiting for more than a half hour.

Were they just looking for the right victim in the right car to come along, or were they waiting especially for me? The thought sent a chill through me.

It was the worst thing that had ever happened in my life, but as I was soon to learn, my problems were just beginning. Part of it was emotional. I was scared all the time. There were the nightmares, too, of the carjacker’s face, with those black, evil eyes filling my dreams night after night.

Training Notes:



But it wasn't only at night that the incident came back to haunt me. Pretty soon, stores all over town were having checks from my account returned by my bank. Someone else, using my driver's license (yeah, that was in my purse, too) was writing checks like crazy. Hardware stores. Grocery stores. Clothing stores. Auto parts stores.

I wasn't held responsible. It was the stores' faults for not checking ID. But every time it happened, I had to deal with the store and provide them with police reports to clear my credit. It was one hassle after another.

I'd go to a store and they'd turn *me* down when I'd try writing a check on my new account. It was so crazy. Here was some female criminal going around town, blatantly writing fraudulent checks on my account, and meanwhile it was all but impossible for *me* to write a legitimate check.

After about five or six weeks, just as I was getting the check thing cleared up, I got a call from Circuit City's bank, asking me if I had been into the store to apply for a charge card. They were calling because I'd put out a consumer fraud statement alerting all the credit reporting agencies to red-flag my name.

This was around Memorial Day, and by then I was getting pretty irritated by the police, because as far as I could tell, they had done absolutely nothing. It wasn't like they didn't have some leads to work with. There was my cellular phone bill, for example. Even though I'd canceled within a 1/2 hour of my car being stolen,

Training Notes:



the carjacker still made a few phone calls which were listed on my next bill. I don't know if the police checked them out or not.

They did find the car about three days after it was stolen. It had been abandoned alongside the road somewhere, the stereo and dashboard ripped out, the clutch blown and the body all banged up.

It cost about \$7000 to fix, and I never drove it again. Maybe if it had been stolen from my driveway, it wouldn't have been a problem. But I was just too scared to ever get back in it. I was about to make my very last payment on it, and I was looking forward to no more monthly payments. But I just couldn't get in it, so I traded it in.

After the Circuit City people gave me a phone number and an address that was on the fraudulent credit application, I called the detective handling the case. He was actually rude, like I was bothering him by providing information that could help catch this criminal.

He did check out the house, and brought some mugs shots over for me to look at, but none of them were of the carjacker. His face I wasn't going to forget.

Just about the time the Circuit City stuff was going on, I began to notice that I was getting a lot less mail than usual. So I called the Post Office and sure enough, someone had submitted a change of address, so all my mail was being diverted.

Training Notes:

Then I thought, OK, if they put through an address change on me, I better call my bank. The people there said, “Oh, we were going to give you a call today. There’s been some unusual activity on your savings account.”

Not just my savings account, as it turned out, but my checking account, too. Someone, this woman who was being me, was taking stolen checks, depositing them in my account, and then taking out even more money. About \$12,000, in fact.

The bank was responsible, but I was getting madder and madder.

Once I got my mail straightened out, I started getting new credit card bills from department stores. It seems the crook had gotten hold of my new credit card numbers (remember, they were getting my mail), and were using them to buy even more things.

By this point, I was beginning to come completely unglued. I’d already canceled one set of credit cards, and now they were accessing the second set. When I finally reached JC Penney’s, the bill had been run up to \$2,500. I figured if Penney’s had been hit, they’d probably kept going, so I called Nordstrom. Sure enough, there was action on that account as well.

It was about the second week in June when the woman’s luck ran out — but it didn’t have anything to do with her or me. She was arrested for possession of methamphetamine with intent to sell. The police didn’t

Training Notes:

bother to tell me she'd been arrested until about a week later, when they called to inform me she had my driver's license.

I said, let me guess — and I gave them the address where she had been arrested. "How'd you know?" said the cop. It was the address on the Circuit City credit application.

She wouldn't say how she got my credit cards and ID; and the carjacker is out on bail — still on the loose. And it's still not all over for me.

A few days ago, I got a package in the mail, forwarded to me from another address. It was a ceramic carousel ordered from a catalog on one of my stolen credit cards.

This thing just keeps going around and around and around. And I wonder when I'm ever going to be able to get off it.

(Reprinted from Sacramento News & Review, August 3, 1995)

In your small group, answer the questions below and report back to the full group.

1. List the crimes that were perpetrated against the victim in this article.

Training Notes:

1. Burglary plus threat of harm = Robbery; carjacking. Check your own state statutes for other charges that could be filed.

2. How was the victim impacted by the crimes?

3. How would you feel if you were put in a similar situation?

4. What was the financial impact on the victim?

Armed Robbery

Most victims of armed robbery experience at least one common emotion during the robbery — great fear for their lives. Victims report that they were sure their robbers would kill them after they had completed the robbery.

It is not uncommon for victims to be assaulted, to have obscenities shouted at them and in some cases, to be murdered. The robber may instruct the victim to kneel and lie face down. He may tie them up or lock them in a back room. All of this adds to the victim's fear of harm or execution.

Training Notes:

Ask someone to read the section on Armed Robbery aloud. Ask if anyone in the class has been a victim of armed robbery. If so, ask them to share their experience.

Victims say that the robbers often seem unstable, agitated, angry, under the influence of alcohol and/or other drugs, and that their shouted commands are threatening and difficult to follow. If a robber appears unstable and irrational, this only adds to the victim's terror during the robbery.

THINK ABOUT...



Read the following story.

Joe is 34 years old and works at a small convenience store. He works alone past midnight.

One night, a man comes into the store and, while at the cash register, pulls out a gun and demands all the money. He threatens to shoot Joe if he does not hurry or if he sets off an alarm. After Joe gives him the money, the robber orders Joe to lay face down on the floor and not to move for 10 minutes.

Jot down your responses to the following questions and be prepared to discuss them in class.

1. List some behaviors of the robber which may have increased Joe's fear of harm.

Training Notes:

Ask someone in the class to read the story about Joe on page 14. Then ask the class to jot down notes in response to the questions on the next two pages. When everyone is finished, discuss the answers together.

2. Imagine you are the victim of a robbery (like Joe). You are ordered to lie face down on the floor. The robber pumps his shotgun. What are your reactions?

3. If you were Joe, would you be afraid of going back to work? Explain.

4. If Joe had been injured, who would pay for his medical bills?

_____ He would

_____ Crime Victims Compensation Program (If so, who would tell Joe's family about the program and how to apply?)

_____ Welfare

_____ The store where he worked

_____ Don't know

Training Notes:



5. Who would help support Joe's family if he couldn't work or he was killed?

- Social Security Disability Insurance (How long would they have to wait?)
- State Crime Victim's Compensation Program
- Worker's Compensation
- Welfare
- The store where he worked
- Don't know

6. Do you think that most armed robbers are willing to hurt or kill someone get money?

Why?

Training Notes:

Joe's store might have medical insurance for him, although many Mom & Pop Convenience stores would not. If he did not have medical insurance of his own, Joe might qualify for Crime Victim's Compensation if he cooperated fully with the prosecution. He may or may not be told about the availability of these funds by the hospital. He might get welfare for his wife and children while he is incapacitated but applying is a lengthy and cumbersome procedure. (Ask if anyone in the class or a family member has applied for welfare. If so, explain the process.)

Joe might qualify for Social Security Disability only if his doctor said he would be unable to work for at least one year. Even then, he would have to wait at least six months for benefits to begin. If Joe was killed, his wife and children would qualify for a small funeral benefit and checks from Social Security, but only if Joe had been paying into the Social Security Program. Workman's compensation might make payments to Joe. His store is not likely to carry a life insurance or disability policy.

THINK ABOUT...



Read the following article about Gary Geiger. Then watch the segment about his story from the video "Confronting Evil" and answer the questions in your small group.

Face To Face

Eleven Years After Shooting, A Reconciliation

By

Winifred Yu

On a hot August night, Wayne Blanchard pumped a bullet into Gary Geiger and changed his life forever.

Geiger's athletic career came to a halt, nightmares flooded his sleep and his temper erupted at inopportune moments. He was depressed and angry, fearful and anxious.

Geiger, the night auditor at what was then the Best Western Inn Towne Motel on Broadway in Albany, had been alone in the motel office, balancing the day's transactions. At 34, the nationally ranked sprinter and power lifter had taken the night job to accommodate his training schedule.

Shortly before 3 a.m., four men walked into the office. They ordered Geiger to lie on the floor and demanded the key to the cash register. With their fists and guns, they beat him on the head and shoved him into the back room, where they spotted a safe.

Training Notes:

Since the story of Gary Geiger is long, you may want to place your class in small groups again for round-robin reading. However, before answering the questions at the end of the story on pages 23-25, show the video segment, "Confronting Evil."

When struck in the head, Geiger fell to the floor and pretended to be unconscious. Later, as he started to get up, he “heard a cannon-like sound” followed by a burning sensation in his abdomen.

The burning sensation was a bullet, fired from a .22 caliber handgun. It punctured his lung and broke two ribs. Today, the bullet remains lodged in his abdomen. For someone accustomed to extracting peak performance from his body, the shooting was debilitating.

“I thought I was immune to violent crime,” Geiger said. “I was strong. I was fast. If anything came to me, I could always run.”

Shortly after the robbery, Geiger started having nightmares. Night after night, he paced the floor in a cold sweat.

He was fired from his job at the motel. He lost his apartment and moved into the YMCA. He tried to find a psychiatrist, but no one would see him because he had no money or insurance.

In the meantime, the robbers were appearing in Geiger’s dreams. Based on those dreams, Geiger identified Blanchard and Goldie Jackson in mug shots. A third man, Raymond Eaddy, also was charged.

The trial was exhausting for Geiger. Friends of the suspects threatened and ridiculed him. They stared at him from the back of the courtroom as he testified.

Training Notes:

“The trials were as traumatic if not more traumatic than the incident itself,” he said.

Geiger’s testimony helped put Blanchard and Jackson behind bars when he identified them on the witness stand. Eddy was convicted in a separate trial. The convictions gave Geiger some relief.

But even after he landed a job as an account clerk with the State Office of Mental Retardation and Developmental Disabilities and resumed his athletic training, Geiger’s anxiety and depression persisted. Unprovoked fits of rage came at the slightest hint of discord. A psychiatrist told him he was showing all the symptoms of post-traumatic stress disorder, an emotional response often seen in crime victims and war veterans.

Then, early last year, he saw an HBO documentary about mediation between Gary Smith, a former schoolteacher, and Tommy Brown, a teenager who had beaten him with a bat.

“I was just so moved by Gary Smith,” Geiger said. “I felt so sorry for him. Tears were coming down my face.”

Meeting Wayne Blanchard became Geiger’s goal as questions about the incident haunted him: Why did the robbery become so violent? Did he want to kill me?

Training Notes:



For Tom Christian, Director of the State's Community Dispute Resolution Centers Program, Geiger's request to visit the man who had beaten him was an unusual one. While the program mediates thousands of disputes between acquaintances, neighbors, and landlords and tenants a year, "serious injury and violent behavior is normally not something we'd mediate," Christian said.

Most victims, he said, are too vengeful to pursue mediation. Criminals often refuse to admit guilt even after they are convicted.

But when Christian met Geiger, he sensed a man in search of reconciliation. Christian's instincts, developed during 30 years in correctional services, told him that Geiger could benefit from such a meeting.

Christian then contacted Blanchard to see if he would agree to meet Geiger. Blanchard agreed.

Tom Christian picked Gary Geiger up at 10 a.m. at his office for the drive down to Eastern.

"I had a plan," Geiger said. "I wanted him to talk about that day. I wanted answers to questions like, "Why did he shoot me?" Why did it get so violent? Did he try to kill me?"

"The big goal for me was to get an apology. To me, a survivor of violent crime, an apology could be very profound. It would bring closure and healing. I wasn't going to ask for an apology. I wasn't going to beg for an apology. If it came, it came."

Training Notes:

Shortly before the meeting, Geiger prayed for strength.

“We heard a knock on the door, which meant Wayne had been frisked and was at the door. Tom shook my hand and said, ‘Let’s do it.’ And there, after 11 years, was Wayne Blanchard.”

Gary Geiger learned that Wayne Blanchard had been 21 when he participated in the Best Western robbery that netted \$150.

The Albany native was a high school dropout who already had served 34 months for robbery and a year for parole violations. He had been out of prison for four months when he met up with his friends that early morning.

With a few beers in him, Blanchard agreed to join his friends in the robbery, where they expected to pick up some quick cash. Geiger was simply someone who got in the way.

After sentencing, Blanchard had been sent from one prison to another. He went to Clinton, Downstate, Sing Sing and Green Meadow prisons before he got to Eastern.

Training Notes:



The call from Tom Christian had come as a surprise. Until then, Blanchard had given little thought to the man he had shot. "I had thought about what I had done, but I didn't know this man except for that night, the robbery," he said.

At first, Blanchard was skeptical about the meeting. He thought the mediation was a gimmick, something that could be used against him when he came before the Board of Parole in 1994. But "after talking to Mr. Christian, I figured it would help Mr. Geiger put it behind him," he said. "It would give me a chance to speak to Mr. Geiger to see how this affected him."

Unlike Geiger, Blanchard did not prepare what he would say. He wasn't going to explain or justify his actions. He was simply going to listen to what Geiger had to say. His only plan was to apologize.

When the two men finally got to the table, Blanchard broke out in a sweat. He was jittery and nervous as he listened to Geiger.

Geiger explained to Blanchard that he had been a part of his life for 11 years, and today he wanted some honest answers to his questions.

"He was making me see what I had done," Blanchard said. "I didn't realize what I had done. I didn't know the way he was treating other people and himself. I felt terrible. It wasn't something I'd want people to do to me."

Training Notes:

Blanchard admitted that he did pull the trigger, but said he never planned to kill him. He fired because he thought Geiger was reaching for an alarm.

When Blanchard started to apologize, Geiger's eyes filled with tears. "For 11 years, I'd built this man up into a monster," Geiger said. "Now he's just a human being. I started to cry. I thanked him for the apology." The 45-minute session closed with a handshake.

In a visiting room at Eastern, seven months after the mediation, Blanchard said the encounter helped him, too. "I was happy that he forgave me for what I'd done to him," he said. "It really made me feel good that I helped him."

When he gets out of prison, Blanchard said he wants to help youths stay out of crime. "(Youths) are out there with no sense of direction," he said. "There's no one to tell them about this, about throwing their life away."

(Reprinted from Albany Times Union, January 1, 1993)

- 1. List as many people as you can think of who were impacted by this crime.**

Training Notes:

Ask the class to jot down their answers to the questions on this and the following page.



2. How was Mr. Geiger hurt physically?

3. How was he hurt emotionally?

4. How was he hurt financially?

5. How were others affected by his victimization?

6. How long did the effects of Mr. Geiger's victimization last?

Training Notes:

In discussing #6, point out that Mr. Geiger will never get completely over his victimization. The fact that he and his robber were able to have a positive confrontation went a long ways, but it did not solve everything.

7. **What has Mr. Geiger done to help himself recover?**

8. **What has Mr. Blanchard done to help himself recover?**

Carjacking

A car is stolen every 20 seconds in this country (FBI, 1994). For some it means a loss of independence, a means to go back and forth to work. Cars for many people are an extension of themselves and when stolen, people feel personally violated. For others, the crime takes on a much more violent nature in that victims are forcibly removed from their car — a crime called **carjacking**.

Carjackings often lead to serious injury or even death. In a case that helped prompt federal and state laws against carjacking, a 34-year old research chemist and mother of a 22-month old daughter was driving her daughter to her first day of preschool. As she was stopped at a stop sign, the woman was beaten by two assailants who forced her from her car. The mother, fighting to rescue her child from the back seat, got her arm wrapped in her seat belt and she was dragged more than one and one-half miles before she died.

Training Notes:

In discussing the questions #7 and #8, see if anyone in the class still wonders what happened to any victims they have harmed. It is not advisable to have meetings with as little preparation as Geiger and Blanchard had. If it is going to work, it usually works only if both have had several counseling sessions with the mediator first so that expectations are real and the meeting is well thought through.

Ask if anyone class has been victimized by someone they would now like to meet with to discuss the experience.

Read the section on carjacking aloud to the class and discuss the question on page 26 as a large group.



3. Should Carol try to fight the intruder? Why?

After the robber gets all of Carol's money and valuables, he hits her several times and warns her that if she calls the police he will be back and finish what he started. He then cuts the line to the telephone and leaves. Carol has a broken jaw and severe bruises, and she has been robbed of all her valuable items (many irreplaceable) and identification.

4. What should Carol do now?

5. If you were Carol, would you try to leave the house to call the police? Why?

6. Why do you think he robbed and battered her? List possible reasons.

Training Notes:

Read the next segment aloud and then have the class work on questions 4-12 in small groups and report back to the larger group.



7. Are any of the reasons good excuses for victimizing someone? Explain.

8. What will Carol do without her identification and what will she have to do to get new identification?

9. What physical impact do you think this violent crime will have on Carol?

10. What emotional impact will this crime have on Carol and her family?

11. What emotional impact will this crime have on Carol's friends and her community?

Training Notes:



12. Do you think she will feel safe in her home? Why?

THINK ABOUT...



Read the following article.

He Grew Old There, Now Fears for Life

By

Charles Layton

One night of terror has left a 94-year-old Delaware farmer with a cruel decision...to live in fear of a prowler's return or leave his home of 73 years.

(BRIDGEVILLE, DE) At the age of 94, William H. Elliot Sr. found himself engaged in a life-or-death struggle recently with a midnight prowler who wrested the old farmer's shotgun away from him and tried to kill him with it.

Mr. Elliot's experience was the nightmare of anyone who ever spent a moonless night alone in a country house. He discovered the intruder trying to enter through the bathroom window and traded gunfire and bits of hostile conversation with the man for nearly two hours. Then he waited in fear until well after sunrise.

Training Notes:

The story of Mr. Elliott is also quite long, but powerful. You will know whether your class can better handle the story read aloud by the instructor or round-robin read in the large group or small groups. Only have it read silently if you are sure everyone in the class can read.

All the while, Elliott was unable to call for help because the prowler had cut the phone lines. “I was scared all along,” he said. “I knowed when these robbers comes in, if they don’t get what they want they’ll kill you anyhow — beat you up, torture you to death.” So while an unknown enemy stalked him with his own shotgun, Elliott was forced to cringe all night in the darkness of this bathroom — barefoot, pajama-clad, his palsied hands desperately clutching an old .22 caliber rifle for protection.

Since 1962, when his second wife died, Elliott has lived alone in this old gray house four miles from Bridgeville.

“I had to get up to go to the bathroom around 12 o’clock. And I got a couple of little kittens out there in a box, and I heard something. I thought it was them. Then I got back in bed, and I heard it again. It was a little louder. And then I got to the kitchen door, and heard a man push the window up in the bathroom.”

“I heard him push the window up, and I run out and hollered at him, told him to get away from here. ‘Don’t come in here,’ I said.”

Elliott said that the intruder answered in a strange unnatural whispering voice. “He said, ‘I want some money.’ I said, ‘Now you get away,’ and I said, ‘I haven’t got any money.’ I said, ‘Now you get away from me or I’ll shoot you.’” And then, Elliott said, the intruder made a strange reply. He said, “Thank you.”

Training Notes:

Creeping away, Elliott fetched his .410 gauge shotgun and returned to the window. He heard a movement outside and fired through the pane, shattering glass onto the lawn.

Then a stillness. And again the sound of movement outside.

Again there was movement at the bathroom window. "I thought I saw him sticking his head up," Elliott said, "and I just hauled off and punched the gun right through the glass and all. He grabbed my gun barrel, pulled me, slammed me up against the window — bumped my head and cut my hand and arm on the glass. He took the shotgun. I couldn't hold it."

At this point, Elliott realized he was in worse trouble than ever. His enemy was armed with the shotgun now.

Elliott's right hand was bleeding from the glass cuts, his forehead pounded with pain, and he had jammed his knee against the wall and injured it.

"I was all a-tremble. Just perspiring and sweating," he said.

But he composed himself and slipped off to the bedroom to retrieve an old .22 caliber rifle and some bullets. Then padding back to the bathroom, he sat still in a chair six feet from the window, leveling his rifle at the spot where he last had seen movement.

Training Notes:

“If he stuck his head around there, I was gonna pull the trigger,” Elliott said. “And I sat there till I got a little tired.”

“I thought to myself, ‘I’ll get up and stand over there.’”

As Elliott leaned forward and started to stand, fire flashed at the window and a thundering boom shook the room. The prowler had aimed for Elliott’s head and barely missed. The load of shot tore a hole in the wall six inches behind him.

“It’s a thousand wonders that I didn’t have a heart attack,” he said. “And it’s a wonder I didn’t lose my head. I knowed it was life or death. I knowed I had to out-do him or he was gonna kill me.”

The prowler tried to draw Elliott’s fire by moving a board slowly across the window. Elliott shot at the movement. The next day the board, with a bullet hole through it, was discovered on the ground outside the window.

The night was cloudy and moonless, and Elliott squinted through his thick glasses at the shadows outside, staring a long time at a black clump across the yard. He decided it was the squatting figure of a man, and he fired at it. It was a bush.

Training Notes:

Suddenly, 15 or 20 minutes later, the silence was disturbed again by a shotgun blast and a violent shattering of glass at Elliott's back. The prowler had sneaked around behind the house and fired through the kitchen window above the sink, blowing glass all the way into the far bedroom. That was the prowler's last shotgun shell, Elliott knew, but he had to assume the man might also be armed with a pistol or some other weapon.

For the rest of the night Elliott stood tensed against the bathroom wall, listening and watching for moving shadows.

"I tell you, I was glad when sunrise came," he said. "But I never laid down. I stayed right there and watched. I never opened that front door to go out until 8 o'clock in the morning."

At 8 o'clock, Elliott walked out to the road and flagged a passing car. The ordeal was finally over.

But the old man's experience has left him now with a cruel decision: To live in fear of the prowler's return, or to move from the home where he first came as a newlywed.

In choosing, Elliott must consider a woman in nearby Milford who was strangled in her home last January with no apparent motive and no evidence of burglary or sexual assault. A month before that, an 80-year-old man was found shotgunned to death in his isolated farmhouse only 20 miles from Elliott's place. And a month before that, a country storekeeper was brutally murdered in the same vicinity.

Training Notes:

With such crimes on the increase in that area, Elliott's children suggest that it is no longer safe for their father to live alone. "But this has been my home for 73 years," Elliott replies, "and if I have to leave this place I'd rather go to my grave."

But then he pauses reflectively, and says, "I've got to do something, though, I'm afraid this fellow will come back and kill me."

1. **What if Mr. Elliot's were your grandfather. Would you want him to stay in his own home if that's what he wanted to do? Explain your answer.**

2. **If Mr. Elliot was your grandfather, what advice would you give him, if:**
 - a) **he decided to stay in the house?**

 - b) **he decided to move out?**

Training Notes:

Young offenders may have more than one living grandfather. Before answering the questions, have them focus on their favorite grandfather, living or deceased, and go back through this scenario, imagining it was him in the story. Then have them discuss the questions.

3. If Mr. Elliot's neighborhood was your neighborhood, what would you do to reduce crime?

Training Notes:

Read this question aloud. Allow plenty of time for students to answer this question. Call on the class for their responses.



DEFINITION

White Collar Crime and Fraud

“White Collar Crime” usually implies that the crime was committed by a person of respectability and high social status in his occupation. However, the FBI’s operating definition focuses more on the quality of the crime than on the offender:

White collar crime refers to those illegal acts characterized by deceit, concealment, violation of trust, and not dependent upon the application or threat of physical force or violence. They are committed to obtain money, property, or services; or to avoid the payment or loss of money, property, or services, or to secure personal or business advantage.

More simply stated, white collar crimes of fraud are targeted against individuals or institutions for the purpose of obtaining financial gain illegally.

White collar crime includes:

- ◇ Mail fraud
- ◇ Bankruptcy fraud
- ◇ Wire and computer fraud
- ◇ Insurance fraud
- ◇ Credit card fraud
- ◇ Telemarketing fraud and many others.

Training Notes:

Read this section aloud or have class members read aloud. Ask the class if they were aware of the different types of white collar crime.

People who have lost money to white collar criminals like swindlers and con-artists usually feel guilty and ashamed for having allowed this crime to happen to them. Therefore, they are reluctant to report to the police or to seek help. They are also sometimes treated with skepticism and suspicion when they do ask for help. People say things like, "An honest man can't be cheated." Those who should be in positions to help sometimes tell white collar crime victims that they should have paid more attention to their financial matters, that they should have read the contract more carefully, that they should have required a guarantee, and that they should have gotten documents in writing. This re-victimizing the victims causes them to further withdraw.

THINK ABOUT...



Have you ever been swindled or misled into believing one thing about money you were to receive, but finding out later that it wasn't true? If so, place an "X" by reactions you felt.

- shame
- guilt
- disbelief
- anger
- depression
- felt "stupid and careless"

If you have had this experience, please consider sharing it with the group.

Training Notes:

Read this section aloud or have class members read aloud. Ask the class to mark an "X" by the reaction(s) they experienced.

Ask the class to share their responses.

Bank Robbery

Victims of bank robbery include not only the person directly required to hand over the money but customers, other tellers, managers, and security guards. Those most commonly approached for money — the tellers — experience a tremendous amount of self-blame. Like white-collar fraud victims, they feel ashamed that they couldn't have done something to prevent losing the money.

In addition, bank tellers must return to the scene of the crime immediately if they are to keep their jobs. They often experience great anxiety about the robber returning. Their place of employment does not feel like a "safe place." To add to the trauma, the victim is sometimes considered a prospect during the investigation which causes further isolation.

Victims of bank robbery often experience

- ◇ Fear of the robber returning
- ◇ Hyper-alertness
- ◇ Anxiety attacks when seeing clothing or faces similar to the robber's
- ◇ Trouble concentrating at work, making frequent simple mistakes (which is not acceptable in banking)
- ◇ Increased use of sick time
- ◇ Irritability
- ◇ Fear of strangers

Training Notes:

Ask the class if they feel that robbing a bank is less serious than robbing an elderly woman. Have the class justify their answers. See if the class is rationalizing and depersonalizing the crime.

Have you ever been responsible for someone else's money when it was lost or stolen? If so, please share your experience with the group, including the things that were said to you afterward that indicated you were at fault. Do you think the victims of a bank robbery feel the same way?

Training Notes:

Ask the class to respond to the question at the top of the page.

GUEST SPEAKER NOTES

Training Notes:

In closing the Robbery segment, bring in a victim speaker who is a robbery victim. The guest may be willing to interact with the class afterward, but do not debrief the class until the guest has left. Under no circumstances should you allow any rude or insensitive statements to the guest.

Following in the **SUPPLEMENTAL RESOURCES** section are additional materials including suggestions for avoiding becoming a robbery victim. Use them if you feel your particular class would benefit from them.





SUPPLEMENTAL RESOURCES

Use the following materials either as resources for yourself as a trainer or if you wish to expand class materials.



THE VIOLENT EPIDEMIC: ROBBERY

- ◇ The national robbery rate in 1993 was 256 per 100,00 people (FBI, 1994).
- ◇ In 1993, a total estimated national loss of \$538 million was attributed to robberies. Average dollar losses ranged from \$449 taken during robberies of convenience stores to \$3,308 per bank robbery (FBI, 1994).
- ◇ Robberies on streets or highways accounted for more than half (55%) of the offenses in this category (FBI, 1994).
- ◇ In 1993 there was one robbery every 48 seconds (FBI, 1994).
- ◇ Offenders between ages 21 and 29 committed about half of all completed carjackings. An additional 12% were committed by offenders 18-20 years of age (BJS).
- ◇ More than one-fourth of all persons arrested in 1992 for robbery were below age 18, well above the juvenile proportion of arrests for murder (15%), aggravated assault (15%), and forcible rape (16%) (Snyder & Sickmund, 1995).

- ◇ An average of 35,000 completed and attempted carjackings took place each year in the U.S. between 1987 and 1992. In 52% of the carjackings the offender succeeded in stealing the victim's motor vehicle (BJS, 1994).

- ◇ The median value of automobiles stolen in carjackings was \$4000 (BJS, 1994).

- ◇ About half 54% of all completed or attempted carjackings were committed by groups of two or more offenders.

- ◇ Victims of robberies are often severely injured during the offense. Forty-two percent of robberies in 1993 were committed with firearms. Strong-armed tactics were used in 38%, knives or cutting instruments were used in 10%, and other dangerous weapons in the remainder (See Table 1 below).

TABLE 1. ROBBERY - TYPE OF WEAPON USED.

Firearm	42.4%
Knives or cutting instruments	10.0%
Other weapons	9.5%
Strong armed	38.2%

Source: FBI (1994). Crime in the United States, 1993.

Sources of Help



How to protect yourself from a robbery

Probably the best advice one can give concerning self-protection and robbery is to think ahead, to prevent it from happening in the first place. Situational factors will always influence how you respond in a given event -- location, number of assailants/number of people with you, weapons, etc. The following list of general prevention tips apply to most situations. Share them with your family to help them avoid becoming victims.

◇ **Think Ahead**

◇ Do not carry large amounts of money. Carry only what you will need and a little "emergency" money for a telephone call, bus or cab.

◇ On a street, carry your purse or backpack on the side of you farthest from the curb. Stay close to buildings and carry wallets in a front pocket.

◇ The strap of a purse should not cross over your body. If grabbed, you may be injured. It's preferable to carry handbags with short straps with your arm placed through the straps.

◇ If you are being followed, don't go straight home unless help is available.

◇ Do not walk through unfamiliar areas after dark. Use public transportation or taxicabs whenever practical.

When Using Public Transportation

- ◇ Be alert when waiting for transportation.

- ◇ Sit near the driver or with a companion.

When in Your Car

- ◇ Keep your car in good repair.

- ◇ Have your keys ready in your hand to unlock your car door as you approach the car.

- ◇ Before entering the car, check the back seat for someone hiding there.

- ◇ Always park in well-lighted areas and lock the car doors.

- ◇ Keep your car doors locked when you are inside the car.

If someone threatens you from outside your car, blow your horn and proceed ahead carefully and at a safe speed. Attempt to drive away from the attacker if that is feasible. If not, turn toward the attacker to try to force him or her away.

If your car breaks down, put on the flashers, lift the hood, and tie a white cloth around the antenna. Then roll up the windows, lock yourself in your car, and turn the engine off. If you have a CB (citizens band) radio or a car phone, call for help. If someone stops to offer aid, ask him or her through a closed or slightly cracked window to telephone for assistance.

◇ **Never pick up hitchhikers.**

Leave only your ignition key for your car with parking or service station attendants so your house keys and other keys cannot be duplicated.

What if You are Involved in a Robbery Attempt?

◇ Remain calm and do not panic.

◇ Cooperate. It is better to surrender your valuables, even if they mean a lot to you, than to be seriously injured or even killed.

◇ Don't make any sudden moves. Remember, the assailant is probably as nervous as you are.

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Drunk Driving Death and Injury

WORDS TO KNOW

DWI	Mothers Against Drunk Driving (MADD)
DUI	blood alcohol concentration (BAC)
crash	second-degree murder
accident	manslaughter
binge drinking	homicide/negligent homicide

OBJECTIVES

As a result of this lesson you should be able to:

- ◇ define driving under the influence/driving while intoxicated
- ◇ discuss why impaired driving is a serious crime
- ◇ know myths and facts about drunk driving
- ◇ examine the impact of drunk driving crashes on victims
- ◇ identify symptoms and warning signals of alcoholism
- ◇ identify strategies to prevent drunk driving crashes

Training Notes:

Ask if anyone in the class knows the difference between DWI AND DUI and the difference between a crash and an accident. Explain that they will learn the differences in this section as well as, the WORDS TO KNOW. Take a few moments to go over the OBJECTIVES and ask if anyone would like to add anything to them.

Ask the class to read the case example on the following page. If a class member cannot read have someone read it aloud.



THINK ABOUT...



On November 10, 1991, an 18-year-old swimmer celebrating a swim meet was provided fortified wine by a teammate's 21-year-old girlfriend. He quickly drank 1 bottles and drove through a residential section of Mesa, Arizona at speeds exceeding 80 mph in a 30 mph zone. His car struck and killed a 22-year-old college student and seriously injured a 16-year-old girl as they were walking in a crosswalk. The driver left the scene but turned himself in to police the next day. As a result of the elapsed time, police were unable to obtain breath, blood or urine specimens to determine a blood alcohol concentration (BAC). The driver was convicted of manslaughter for the death and aggravated assault for the injury. He was sentenced to ten years in prison. The 21-year-old provider of alcohol was convicted of a misdemeanor and sentenced to six months in jail.

It was an autumn evening, and Kenny was going around a blind curve on his way home from work. A full sized four wheel drive pick up was suddenly in his lane. Kenny was killed by a 20-year-old, twice convicted of drinking and driving, and driving with a revoked license. Kenny was a husband and father of two daughters. The driver broke his ankle. He was sentenced to work at the Marina Del Rey Sheriff's station for a year and received 5 years probation.

1. **Do you think someone should be arrested for providing alcohol to a minor? Explain your answer.**

Training Notes:

Ask the students to jot down notes in response to the questions on this and the following page. Tell them not to worry about spelling because no one will see what they have written.

After allowing time for written responses, ask the questions aloud and ask if anyone would like to share their reactions with the class.

2. Do you think probation is an appropriate sentence for someone who has previously been convicted of drinking and driving, driving on a revoked license and eventually killed someone? Explain your answer.

DEFINITIONS

The following definitions are applicable in this state.

Blood Alcohol Concentration (BAC)- A driver's BAC is based on the ratio of alcohol to blood or breath.

Driving While Intoxicated (DWI)-

Driving Under the Influence (DUI)-

Training Notes:

Using your disk, you should have already copied the exact language of your state's DUI/DWI statutes into the Student Manual. Go over the definitions carefully, being sure the class understands the meaning of all the language. In order to get all the relevant statutes included, you may need to:

- ◇ reduce the font size on your computer.
- ◇ xerox the statutes and tape them to the page before printing your Student Manual;
- ◇ add a page (don't number the page, however, or all the remainder of your pages will be out of sync.)

After discussing the statutes, ask the class if they think a drunk driving death is willful or negligent homicide. In most cases, states say it is negligent because the drunk driver did not intend to kill anyone. However, some state's second-degree murder statutes contain language like "wanton and willful disregard of human life." Drunk drivers have been convicted for second-degree murder under these statutes.

Second-Degree Murder-

Vehicular Homicide/Negligent Homicide-

Manslaughter-

Training Notes:

You should have used your disk to insert your state's legal definition of "second-degree murder", "manslaughter", "vehicular homicide/negligent homicide" and "serious bodily injury."

After discussing the statutes, ask the class again if they think manslaughter, homicide or, second-degree murder is the more appropriate charge for someone who had too much to drink and killed someone else.



Serious Bodily Injury-



Accountability

All drunk driving crashes could have been prevented. Two deliberate choices were made. One was to use alcohol or other drugs and the other was to drive. This is why the term “**crash**” is preferred to the word “accident”. An **accident** happens when a dog runs in front of a car which causes the driver to veer into the lane of another car. Someone who deliberately drinks, drives, and eventually causes a collision, could hardly be referred to as causing an “accident”.

Alcohol’s effect on an individual is determined primarily by two factors: The amount of alcohol consumed and the rate at which it is absorbed into the body. Other contributing factors include body weight, alcohol tolerance, mood, environment and the amount of food consumed.

Alcohol is a Drug!

Alcohol is a “depressant.” This can be confusing because the word depressant would seem to mean something that causes depression, but this is not the case. In fact, many people get lightheaded and playful when they drink.

A depressant is something that decreases bodily functions, not that depresses a person’s mood. Alcohol acts something like a general anesthetic. The depressant effect begins by reducing the activity of the higher brain

Training Notes:

Explain to the class the difference between a legitimate “**accident**” and a “**crash**” caused by a drunk driver. Emphasize that a crash occurs when someone deliberately gets into their vehicle after consuming alcohol.



centers such as those that control vision, thought, speech and movement. This process also diminishes control over behavior and emotions, which is why drinkers tend to behave impulsively and are overly emotional at times. With increasing BAC levels, alcohol begins to slow the deeper and more primitive brain centers that regulate vital bodily functions such as heart rate, breathing and sleeping. In other words, it is not one's mood that is depressed by alcohol, but the functioning of the brain. This is why it is risky to mix alcohol and prescription drugs such as sleeping pills. They both depress brain functions. In fact the combination of alcohol and pills can so severely depress the functioning of the brain that respiration or the heartbeat may cease, and with it, life itself.

You cannot counteract the effect of alcohol or speed up the rate of metabolism once alcohol is in the system. A common myth is that coffee can reduce the effects of alcohol and help sober up a drunk person. In fact, nothing has yet been discovered that will make a drinker's brain function more normally in terms of perception, reaction time, or judgment other than the passage of time. Caffeine may briefly make a drunk person feel more alert, but an alert drunk can be even more dangerous: he or she may be more willing to get behind the wheel of a car. There is no magic path to sobriety after alcohol is already in the blood. You cannot "burn it off," urinating will not "drain it out," gobbling a sandwich will not "soak it up," drinking coffee will not "take the edge off," nor can you by hard concentration, medication or positive thinking make yourself sober. (Vogler & Bartz, 1992)

Training Notes:

THINK ABOUT...



We all like to make important decisions based on the truth; but in the case of alcohol and other drugs, many people have opinions based more on feelings than facts. Complete the questionnaire and see how much you know.

TEST YOUR ALCOHOL AND DRUG I.Q.

Please mark "T" for statements you believe to be True and "F" for statements you believe to be False.

1. **People have more energy after using alcohol because it is a stimulant.**

FALSE: Alcohol is classified as a depressant. Alcohol slows down the brain functions that control judgment and muscular coordination. Alcohol may interfere with a person's normal abilities to do certain mental tasks: to remember, to understand, to reason, to make decisions and to do certain physical tasks (drive).

2. **Drinking alcohol can permanently damage a person's body.**

TRUE: Large amounts of alcohol may lead to irritation or inflammation of parts of the digestive system. Continuous heavy drinking may lead to serious problems with the heart, liver, stomach and other organs.

3. **A person is much more likely to get drunk quicker with hard liquor than with beer or wine/coolers.**

FALSE: The amount that is consumed is the key. Liquor is more potent than beer or wine, but people generally consume greater amounts of beer and wine, which makes them equal in the way they can affect your system, 2 oz. Liquor = 10 oz. Beer = 8 oz. Wine.

4. **A cold shower or a cup of coffee will sober someone up.**

FALSE: Coffee, showers, and fresh air might keep a person awake, but they won't improve judgment or sharpen reactions. Only time will decrease the effects of alcohol.

5. **Alcohol is a food and drug.**

TRUE: Alcohol is a drug that affects the nervous system after it reaches the brain. Alcohol is a food only because it contains calories. It lacks important nutrients that the body needs.

Training Notes:

Ask the class to complete the questionnaire, **Test Your Alcohol and Drug I.Q.** Allow at least 5-7 minutes for completion. Read the statements aloud and ask the class for their responses.

6. ___ Everybody reacts the same to alcohol.

FALSE: Reactions to alcohol vary tremendously from person to person. Different people react differently to the same amount of alcohol. Reactions depend on various factors, such as how fast the person drinks, whether the person has eaten, the type of beverage consumed, body weight, and body chemistry. Other factors are psychological, such as the situation, the person's mood and prior drinking experience.

7. ___ A person can die of alcohol poisoning from gulping drinks.

TRUE: Gulping drinks can have instantaneous intoxicating effects. If a person rapidly gulps down an unusually large amount of alcohol (more than a pint), it may kill him or her.

8. ___ Alcohol is a drug, just as cocaine and marijuana are.

TRUE: Alcohol is a drug.

9. ___ The use of marijuana does not impair driving skills as much as the use of alcohol.

FALSE: The use of either substance is equally detrimental to driving skills. Marijuana impairs vision, shortens one's attention span, and affects tracking abilities, all important to driving performance.

10. ___ It is safe to drive as long as a person has only one drink.

FALSE: Under certain circumstances, one drink may affect a driver's judgment, especially if they are an inexperienced driver. He or she may become overconfident, careless, and more likely to take chances. To be safe, a person should wait at least one hour per drink before driving.

Training Notes:



The FACTS About Alcohol Content

Don't let the bottle fool you. A 12-ounce can of beer, a five-ounce glass of wine, a nine-ounce wine cooler and one shot of whiskey contain about the same amount of alcohol. Each bottle has its own label and will state either the percentage of alcohol or the proof. Proof is easily converted to percentage by simply dividing it in half, so any liquor that is 80 proof is 40 percent alcohol. The alcohol content of wine and malt beverages may vary depending upon production methods.

In most states, a person is legally considered to be under the influence with a blood alcohol concentration (BAC) of .10 or greater. Many states are now lowering the level to .08.

Reaction time slows with a BAC below .10. Vision and depth perception become distorted; emotions and moods become unpredictable. Alcohol begins to affect coordination and judgment. According to the American Medical Association, driving skills have deteriorated at .05 BAC. A driver with a BAC of .10 is **six** times more likely to have a crash than a sober driver. Furthermore, a driver with a BAC of .15 is **25** times more likely to have a crash, while a driver with a .20 BAC is 100 times more likely to have a crash. (Ryan, 1993)

It is relatively safe to say that your body metabolizes about one drink per hour. However, recent research suggests that men produce more of a certain enzyme than women, and this enzyme begins the rapid absorption of alcohol in the stomach. More alcohol will therefore get into a woman's bloodstream, making

Training Notes:

Not everyone's body reacts to alcohol in the same way. Two people with the same body build, drinking the same alcoholic beverage and the same amount, can begin to feel the physical effects of intoxication at different rates. It is important to pay attention to your body signals before you drink. Are you tired? They all can have a compounded effect when alcohol is consumed.

her BAC higher than a man who weighs the same and has had the same number of drinks. Other factors interacting with your BAC include how tired you are, whether your body is in shape and whether you are on medication, just to name a few. Each of these can change the way alcohol affects someone. (Vogler & Bartz, 1992) Whether you drink or not is up to you, although it is against the law if you are under 21. But you should never drink and drive.

THINK ABOUT...



Watch the **MADD Safe Driving Video** and answer the following questions.

1. What emotions did you notice the Norman family displaying?

Anger, shock, disbelief, pain. All emotions are acceptable.

2. How would you feel if a friend was killed by a drunk driver?

3. What does MADD stand for?

Mothers Against Drunk Driving. Not Mothers Against Drunk Drivers.

Training Notes:

Show the **MADD Safe Driving Video**. Ask the class to jot down their answers to the questions. Allow time for discussion of their reactions.



The Effects of Alcohol on Health

The health risks associated with heavy drinking are well known and have been highly publicized. The crimes of suicide, domestic violence, sexual assault and other crimes are frequently committed while under the influence. Impulsive behavior is very common after drinking and plays a major role in many accidents. For example, after several drinks, an individual decides to repair a TV antenna and climbs on the roof. He falls off, makes his way back into the house and dies on the bathroom floor from serious injuries.

Drinking alcohol lowers one's inhibitions, so, while under the influence, many people have an easier time engaging in certain activities that they might normally be more reserved about. Although it is true that even a little bit of alcohol can lower your inhibitions and make you feel amorous, larger amounts will interfere with sexual performance by reducing sensitivity and reflexes, including achieving and maintaining an erection. A more serious matter is when someone is drunk, he or she may impulsively engage in sexual intercourse that can and often does result in an unwanted pregnancy. Sexually transmitted diseases are also consequences of drinking and acting impulsively. A person whose thinking is impaired by alcohol may not be as likely to avoid sexually dangerous situations such as not using a condom or having sex with someone they don't know.

Recent concern about fetal alcohol syndrome (FAS) has prompted the government to require warnings on alcoholic beverage containers and in public places that serve alcohol. Fetal Alcohol Syndrome can occur

Training Notes:

when pregnant women drink alcohol which results in a variety of physical and/or developmental abnormalities in the baby. A woman who goes on even one drinking binge while pregnant can cause a chemical assault on the developmental processes of her baby. (Vogler & Bartz, 1992)

Drinking alcohol is legal only for people over 21, and should only be used by adults who will not be driving or engaging in any risk-taking behavior at the time or several hours later.

Pregnant women should never use alcohol or other drugs.

THINK ABOUT...



Mary and John have been at an anniversary party for her parents. John had been drinking heavily but insisted he could drive home. James, husband of Sue and father of three children was driving home from work on the same road as John. Suddenly, John crossed the center line and crashed into James' vehicle. James was instantly killed in the crash. Mary was thrown from the car and sustained severe injuries. She is permanently disabled. John recovered from his injuries after a brief hospital stay. John's trial is pending.

Please answer the following questions.

1. Whose fault is the crash?

John. He chose to drink and then drive. Part of the fault may have been Mary's if she did not offer to drive or call a cab.

Training Notes:

Ask the class to read what happened to James and to jot down some notes in answering the questions. Plan plenty of time to discuss their answers and reactions.

2. In your state, what can John be charged with?

Students should mention charges applicable for the crime depending on their state statutes. Charges may include: DUI/DWI, vehicular homicide, negligent homicide, manslaughter, second-degree murder, and serious bodily injury.

3. What charges do you think John should face?

4. What emotional and financial impact do you think James' death will have on his family and close friends?

Sue's loss of her husband, the children's loss of their father and loss of companionship. Financial impact will include funeral expenses, hospital bills, counseling fees and loss of wage-earner income.

5. What physical, emotional, social, legal and financial impact do you think the crash will have on Mary, her family and close friends?

The social stigma of being married to someone who killed and seriously injured innocent people, having to live with the shame of John's arrest and subsequent legal proceedings, her own physical injuries which may be permanent and the resentment she may feel toward John. She may feel guilty for not having refused to ride with John. Mary and the family will face the possibility of being sued civilly and facing financial ruin in addition to his going to prison.

6. Did you realize that John could also be charged with a second felony for seriously injuring his wife?

Training Notes:

Teen Drinking and Driving

Today, across the country, eight young people will die in alcohol-related vehicular crashes. Think of eight young people who are closest to you: your children, nieces, nephews, and friends. It could be them.

A 1993 U.S. Department of Health and Human Service series of reports on underage drinking showed that at least 10 million American teenagers drink monthly, 8 million drink weekly, and almost a million go on weekly **drinking binges** of five or more drinks in a row. The series also revealed that teenagers are able to purchase alcohol without being asked for proper identification despite the fact the purchase and possession of alcohol by persons under 21 is illegal in all 50 states. Alcohol is one of the most widely available and problem-producing drugs available today. Alcohol is the drug of choice for young people, and they consume it earlier and earlier. Research has shown that people who begin to use alcohol early in their teens are more likely to experience serious alcohol-related and health problems later in life.

THINK ABOUT...



Read the following article.

“I Was Arrested for Drunk Driving”
A “Harmless” Game Landed Me in Jail
by
Anna Cruz

Training Notes:

Ask the class to jot down the names of eight young people close to them. There is a blank sheet located at the end of the chapter. Ask the class to share eight names and write each name on a separate piece of flip chart paper. Ask the students to name a few qualities about the individual and write those on the corresponding piece of paper. Have several students tape the sheet of paper around the room. Every few hours take a red marker and write **KILLED BY A DRUNK DRIVER** include the time and date over the name of the individual. Do this for 24 hours and leave the sheets of paper up for at least one day. You want the class to visualize and be reminded of the death.

Ask the class to read the article, **I was Arrested For Drunk Driving**.

Out of nowhere, a flashing red light blazed through my rear window. I froze in panic. I could feel my heart pounding in my ears. A cop in a blue-and-white flagged me to the side of the road. No siren. Just a swish of his hand. That's when my hands started to shake. I could barely pull over, they were shaking so bad. I was like, "Hang on, Girl." But in my head, I was falling off a cliff. I know I'd just made the biggest mistake of my life. I felt my future drain away right there on River Street in Hackensack, New Jersey. Me...Ms. Straight and Narrow, was about to be cuffed, booked and arrested on a DWI (driving while intoxicated). How could I have been so stupid?

A Special Party

There was this party. Yeah, I know, there's always a party. But this was a special party. It was the last week of summer vacation, and the old gang was about to split up again and head back to college. It was a Thursday night. I was meeting my friends, Sonny and Tara, and some other kids at Sonny's parents' house in the 'Sack. We all went to high school together. Even after a year of going our separate ways, we were still really tight. So we were hanging at Sonny's and drinking a couple of beers. But it was cool. I knew what I was doing. At least I thought I did. Before Brad.

Brad was--how can I describe him? Flawless. He was Sonny's neighbor. An older guy. Totally brilliant. He already graduated pre-med and was accepted into Columbia. He was going to be a surgeon. Save lives, he said. Play God. Said he'd seen a human heart up close and it was awesome. Brad had heard the music at Sonny's that night and dropped by. Tara leaned over and whispered, "Look at his hands." He was rolling this silver dollar over his fingers. Like a magician, you know? Over and over his fingers. He said that's what surgeons do to keep their hands in shape. He said he could pick a hair up from a glass table with just his

Training Notes:



fingertips. I couldn't take my eyes off his hands. You know when guys have clean, tan hands that are soft, yet really muscular? Those were Brad's hands. I remember thinking, "I could marry those hands."

So I had a couple of beers and was feeling fine. We were all laughing and lounging around. Very ripe scene. It was about 10 o'clock. As a joke, Tara said we should turn ER on and see if Brad could diagnose the patients. Then Sonny added his two cents to the mix.

The Drinking Game

"Heard about the ER drinking game?" he asked. Said he read about it on the Internet. Like, whenever Carter flirts with Dr. Lewis, everyone has a drink. Or each time Ross gets puppy-dog eyes while looking at that curly-haired nurse, you take half a drink. Those are the rules. Sonny said it was totally hot at his dorm. It sounded stupid to me, but this sort of whirlwind took over and Sonny was getting more beers and the TV was on and before I knew it I was in the middle of it all. I mean, before I could explain that I drove my mom's car from Ridgewood and told her I'd be home before midnight. Really, who says something so lame in front of a gorgeous doctor-to-be?

Just Like on TV

"Step out of the car, please." The red light was still flashing. A cop was shining his flashlight on my face. I didn't move. I didn't think I *could* move. "Step out of the car," he said again. This time he reached through the open window, pulled up the lock and opened my car door. As soon as I stood up, I got totally dizzy. I felt much more drunk on my feet, but I tried to maintain. Just like on TV, the cop asked me to walk in a straight line and touch my nose with my finger. I couldn't believe I couldn't do it. I couldn't believe, either, that the officer took out handcuffs and slapped them on my wrists. That's when it came crashing home: I

Training Notes:



was in big trouble. This nightmare wasn't going to end in a commercial. He gently led me to the backseat of the police car and told me I was going downtown to the precinct to take an alcohol test.

"My car..." I stammered.

"It'll be impounded," he told me.

Then he asked, "Are you over 18?"

"I'm just 18," I said.

"Then you just made a very adult mistake."

All the way to the station, I felt like crying but couldn't. I was beyond tears and way into complete and total panic. I'd never even gotten a "C" on a report card.

Uncuffed

The police station was really quiet. Not like *NYPD Blue* at all. Mostly just cops in uniforms milling around. They would look at me, see the cuffs, then look away. I felt like a criminal...which I guess I was. My head was spinning and I couldn't walk very well. Totally humiliating! The officer propped me up on his arm and led me into a little room with a couple of chairs and a small desk. He took the cuffs off, which was good because they were starting to cut into my wrists.

Training Notes:



“Was I driving too fast?” I remember asking. He told me no, I was crawling along at about 10 miles an hour...on the wrong side of the road. That’s when I started to cry. I blubbered that I’d never done anything wrong before, that it was just one little mistake. He stopped filling out his report and looked me straight in the eye.

“Do you know how many people have been killed by drunk drivers who make one little mistake?” After that, I didn’t say anything else. Just tried to listen while he read off a sheet of paper informing me I was being arrested for violating New Jersey state law, and that I was required by law to consent to a breath test for alcohol. He asked how much I’d had to drink and when was the last time I ate. I felt sick. I’d never felt so alone in my life. I just wanted to go home. That’s when the officer brought in the breath test and told me to blow in the tube. After that, he explained there would be a hearing the next day and I should call someone to bail me out.

No one was home. My older brother had already left for school and my parents, who were supposed to be back from Manhattan by midnight, must have been tied up in traffic or something. And my friends, well, they were all still at Sonny’s and in no condition to drive either. So the officer led me to a jail cell where I sat rotting for the next hour-and-a-half.

Alone in a Small Cell

It’s totally psychotic being in jail. Not what I expected at all. First of all, I was alone in a small cell with a tiny bed, stainless-steel sink and toilet with no seat. It was clean enough. I mean, I didn’t have to stand because it was too gross to sit. And I didn’t have to cower in a corner away from a bunch of drug addicts and prostitutes either.

Training Notes:



That was good. But when the cop turned the lock and left me sitting alone on the green plastic bed sheet, that was bad. I could barely breathe. I felt like I had major claustrophobia. Just knowing I couldn't get out made me freak. If I needed a little fresh air or wanted to go to the bathroom in private, well, too bad. You really do feel like an animal in a cage. It's a feeling you can't know unless you experience it for yourself.

When my parents finally came to pick me up, it was the worst part of all. I could see my mom had been crying. My dad didn't say a word. I know they both knew I knew better than to drink and drive. It's like they had trusted me to be smart and I let them down. Impressing Brad seemed like the most feeble excuse, but what else could I say?

A Record That Would Never Go Away

The next day in court, my mom and dad stood beside me as I pleaded guilty and took my punishment: a fine of \$250 and suspension of my license for six months. And a record that would never go away. I could have been ordered back to jail, but the judge released me to the custody of my parents. Before it was over, though, the judge asked me to turn and face my mom and dad.

"Do you love them?" he asked. I said that I did. My mom and I both started to tear up. My dad, too. Then the judge told me to remember that moment...that feeling. "Remember it," he said, "because drunk drivers kill people's moms and dads and daughters every day. Think about that the next time you consider getting behind the wheel drunk. Think about somebody's mom."

Training Notes:

THINK ABOUT...



Look over the article, *Driving Under the Influence: A \$14,000 Decision!* Be prepared to discuss the costs of drunk driving.

Even though the legal drinking age is 21, millions of American youths drink and drive every year. Of those who are caught driving drunk, most had no previous arrests. They were people just like you. They didn't intend to place the public in danger. But they did make a terrible error in judgment -- a choice to use alcohol or other drugs and then behind the wheel of a vehicle.

Drunk driving is expensive. Following are expected costs of a first drunk driving violation that does not involve a crash.

Towing your vehicle	\$ 60.00
Vehicle storage fee	20.00
Defense attorney	1000.00
Minimum fine	200.00
Court costs	52.50
Service fee	200.00
Total	\$1532.00

Beyond that, the more severe cost is increased insurance rates.

First, you'll be forced to move from a standard insurance company to a high-risk company. If you were on your parents' policy before the offense, they will drop you like a hot potato.

Let's say you are an 18-year-old male living in Dallas, Texas this summer. Your parents gave you a 1995 Pontiac Trans Am as a graduation gift. They were willing to keep you on their policy as long as you paid your share of the premium. Your policy includes liability limits of \$20,000 per person, \$40,000 per occurrence, property damage limits of \$20,000 per occurrence and a comprehensive and collision deductible of \$500. Here's what will happen to your insurance rate:

Premium Before Drunk Driving Offense:	\$1,000 every six months Or \$2,000 per year
Premium After Drunk Driving Offense:	\$3,000 every six months Or \$6,000 per year.
Total Annual Increase:	\$4,000

More bad news: The drunk driving offense will keep your insurance rate up for three years, resulting in an additional \$12,000 for automobile insurance. (If you offend again, it gets even worse!)

So.....the total cost of one drunk driving offense over a three year period of time (until you are a senior in college) is nearly \$14,000. That's a sobering thought.

Adapted with permission from Home and Away, (1995), October). Falls Church, VA: AAA and with gratitude to Jeff Hiemenz of Allstate Insurance for current rate information

Training Notes:

Ask the class to look over the costs of drunk driving. Inquire if anyone in the room disagrees with insurance companies raising the premiums of drunk drivers.



THINK ABOUT...



The Victims' Perspective

An offender has a choice-- to commit a crime or not. If deciding to commit the crime, he or she may be caught and arrested, or may continue to elude the police and perhaps continue to drink and drive.

The victim has no choice. Some might say the victim was "in the wrong place at the wrong time." No one is safe from the drunk driving offender; it could be your spouse, child, mother, father or **YOU**.

The offender, once arrested, is informed of his or her rights. If injured while committing the crime or during the arrest, medical attention is offered. The offender has an attorney provided if unable to afford one, and may be released on bond shortly after the crash. During the pre-trial period, if incarcerated, the offender is provided with food, shelter, books, television and recreational opportunities.

Meanwhile the victims of the crash who survive are still in the hospital or perhaps at home recuperating and learning to live with their injuries. They must pay for their own medical care and ambulance bills.

Training Notes:

This section briefly outlines what a victim of a drunk driving crash endures. Emphasize that many times a victim is treated with indifference by the criminal justice system. The victim deserves to be afforded equal rights under the law. Currently crime victims are seeking to amend the U.S. Constitution to guarantee victims of crime certain rights. To date, 21 states have amended their State Constitution to ensure the rights of crime victims, and 48 states have victim rights laws.

Family members of those killed are beginning a lifetime of grief. They may never before have experienced such emotional pain. Victims must endure the frustration of a criminal trial along with the drunk driver and, if testifying, be subjected to harsh cross examination. In other words, the drunk driver's lawyer may make them feel they were to be blamed for the crash. The offender does not have to testify, and usually does not. (MADD, Pennsylvania State, 1992)

Is this fair? Defend your answer.

THINK ABOUT...



Read the following article.

OVERCOMING THE ODDS

Party of Three: When It's For Real, It's No Party

by Tamara Tuttle

Rick, Kelley and John Ames lost their parents to a drunk driver just like the Salinger kids did on *Party of Five*. But unlike their fictional counterparts, they have no tidy TV resolutions to their all-too-real tragedy. "Mom and Dad were just five minutes away from home when this car jumped the median strip and swerved into traffic going the wrong way," relates the eldest Ames, 22-year-old Rick. They were blind sided, hit head-on and killed instantly."

Training Notes:

Ask the class to think about the question **Is it fair?** Have them jot down their answers. Allow plenty of time for discussion. Have the class read the article, **Party of Three: When It's for Real, It's No Party**, or read it aloud if your class includes non-readers.

Rick and Kelley's mother and stepfather (John's dad and stepmom) were killed on March 29, 1995. Rick and his brother John, who was 10 at the time, were first to hear the devastating news -- later that night, they had to break it to their 27-year-old sister, Kelley, who had been at Disneyland with friends. "We pulled into the driveway and Rick walked out -- I knew something was wrong because he looked so torn up. Then he told me..." Kelley pauses and sucks in a deep breath. "I fell down and started screaming in the middle of the street."

Kelley freaked out -- a reaction she probably has in common with the surviving family members of the estimated 16,500 people who were killed in alcohol-related accidents last year. That means one person died every 32 minutes because of someone else's carelessness in 1995. "I try not to think about that woman," says Kelley of her parents' killer. "It just hurts so bad. I still cry every day."

But dealing with death involves more than getting over the shock. Try to imagine the bizarreness of friends and family members staring at you, concerned with everything you do and whispering about you constantly. You go to school and people are pointing at you in the hallways. Everybody knows. You feel sick because the worst thing that could ever happen to you just did. And no TV show can truly portray what it's like. "I had no sleep for a week, I didn't eat and I smoked cigarettes like a chimney," explains Rick. "You don't realize it can happen to you until it hits home, until someone close to you is killed."

Training Notes:

Those first weeks following the crash were the toughest, and both Rick and Kelley say it's hard to remember things because they were dealing with the daily routines of school and work in a blurry haze. "It was difficult," Rick admits. "Initially, we didn't feel capable of taking care of John by ourselves because we were young and still coping with it all." So for the first couple of months, relatives took turns staying with the three kids. But it soon became obvious that babysitting was unnecessary. With Rick in his 20's and Kelley now 18 and a legal adult, they decided to do it on their own -- together.

"I had a little boost in morale from all the family support," says Rick. "I also realized I wanted to do this because John's my brother." John currently spends three weeks out of the month with Kelley and Rick and the fourth week with his godparents. Kelley and Rick admit that, tough as it's been for them, John's been hit the hardest. The youngster is currently in therapy, and Kelley says: "We were never a 'huggy' family before, but now I make sure to give John a hug every day."

"When Kelley and John are out, the house feels so empty," says Rick. "But my biggest concern is paying the monthly bills." The Ames' had to move out of their family home because they couldn't afford it (they now rent a smaller house) and money is certainly tight. Rick works full-time as an apprentice electrician and goes to school at night. Kelley is a full-time student at Cal State Hayward and works at a restaurant part-time to help with expenses. In addition to work and school schedules, they take turns watching over their little brother.

Training Notes:

"I'm his brother, but now I'm supposed to act like his parent -- you know, sit him down and make him do his homework," says Rick.

And what happened to the drunk driver who killed their parents? Nothing. Not yet, anyway. It's been more than a year and the case is still in court. According to Mothers Against Drunk Driving (MADD) statistics, California's laws are comparatively lax when it comes to dealing with drunk drivers -- even when two people are murdered. "So far, she's served a week in jail -- that's how long it took her to make bail." says Rick with a bitter tone. "So where's our justice? Nowhere."

They may not have justice, but the Ames kids try to stay positive as they learn to live without their parents. "I've had to grow up really fast," says Kelley. "But my mom always taught us to look out for each other. Friends come and go, but family is forever." (Sassy Magazine, May 1996)

Answer these questions:

1. **What emotions and reactions did Rick, Kelley and John experience?**

2. **What sacrifices were made by the children after the death of their parents?**

Sacrifices include their young adulthood, dating, enjoying time with their friends, their family home and any extra-curricular activities these young people may have been involved in.

Training Notes:

Allow plenty of time to discuss the questions about the Ames family.



REMEMBER...DRUNK DRIVING IS AN EQUAL OPPORTUNITY CRIME

There are alternatives to drinking and driving:

1. Stay home
2. Stay overnight if at a friends
3. Call a cab
4. Call a friend/family member
5. Designate a driver before you leave
6. If your under 21, it's **ILLEGAL** for you to drink

Training Notes:

"Equal Opportunity Crime" refers to the fact that it can happen to anyone.

GUEST SPEAKER NOTES

Training Notes:

A panel of three or four victims of drunk driving crashes would be excellent at this point in the program. It is educational to include both bereaved and injured victims on the panel. Ask them to speak specifically about the emotional, physical, financial, and mental impact a drunk driving crash has caused. If anyone in the class is disrespectful to the victims, remove the person immediately. Discuss the reactions of the class only after the victims have left.





SUPPLEMENTAL RESOURCES

Use the following materials either as resources for yourself as a trainer or if you wish to expand the class materials.



DEFINITIONS

Increased public awareness to the potential fatal results of driving under the influence of alcohol or drugs has prompted many citizens to advocate charging impaired drivers who cause deadly crashes with manslaughter or even murder. Criminally negligent behavior is not enough to prove murder. A second degree murder charge may be appropriate when the defendant exhibited an extreme indifference to the value of human life, i.e., recklessness, which is often an element required to prove manslaughter or second degree murder. An important factor when determining to charge a defendant with manslaughter or second degree murder is whether the defendant recognized the reckless nature of his or her conduct. If the offender was previously in alcohol treatment, attended a DWI school, or was in jail or on probation for drunk driving, he or she should now recognize the reckless nature of drinking and driving.

THE VIOLENT EPIDEMIC: DRUNK DRIVING

Drunk driving is an equal opportunity crime. No one is safe from the devastation. People are keenly aware of the major shift in public attitude and criminal laws concerning driving while intoxicated (DWI), and driving under the influence (DUI). Drinking and driving is a serious issue today. We currently live in a get-tough-on-drunk-drivers society that is fed up with burying innocent people who died because someone chose to drink and then drive (Volger & Bartz, 1992).

- ◇ In 1994 an estimated 16,589 persons died in alcohol-related crashes-- an average of one person killed every 32 minutes. (NHTSA, 1995)
- ◇ About 297,000 persons suffered injuries in crashes where police reported alcohol was present-- an average of one person injured approximately every 2 minutes. (NHTSA, 1995)
- ◇ In the past decade, four times as many Americans died in drunk driving crashes as were killed in the Vietnam War. (NHTSA, 1995)

TEEN DRINKING AND DRIVING

- ◇ In 1994, over 40% of all the deaths of 16-20 year olds were a result of car crashes. About half, 2222, were alcohol-related. (NHTSA, 1995)

- ◇ 1771 people were killed in car crashes involving alcohol between Thanksgiving and New Year's Eve, 1994. (NHTSA, 1995)

- ◇ When school-age youth are allowed to drink alcohol at home, they are not only more likely to use alcohol and other drugs outside the home, they are more likely to develop serious behavioral and health problems related to their use of alcohol and other drugs. (Johnson Institute, 1993)

- ◇ Eight percent of college student surveyed drink and average of 16 drinks per week; 3.8% of students admit to drinking daily. (Anderson, 1994)

- ◇ Sixty percent of college women diagnosed with a sexually transmitted disease were drunk at the time of infection. (Advocacy Institute, 1992)

PROFILE OF THE DRINKING DRIVER

Young adults who drive impaired comprise the largest element of the impaired driving population across the country. Those involved in fatal crashes are often found to be:

- ◇ a problem drinker or alcoholic, single, divorced/separated white male between the ages of 21-34
- ◇ employed in blue collar trades with a high school education or less
- ◇ a frequent or heavy binge drinker, usually on weekends, but often daily
- ◇ likely to drink in bars or homes with friends who have similar attitudes and drinking patterns
- ◇ a person who has experienced alcohol-related problems in the past, such as arrests, marital strife, job problems or unemployment
- ◇ one who has poor coping skills and drinks to relax and reduce stress
- ◇ extroverted, impulsive and aggressive
- ◇ a person who gets bored easily
- ◇ someone who likes to drive fast and aggressively
- ◇ hostile/antisocial in orientation, disrespects authority, has a record of traffic and criminal offenses
- ◇ have poorer physical and mental health, family problems, financial difficulties, and poor job performance

PROFILE OF THE REPEAT OFFENDER

- ◇ compared with the first-time DUI offenders, recidivists tend to exhibit higher rates of alcoholism and alcohol-related problems

- ◇ have more severe mental health problems

- ◇ more frequent non-traffic criminal offenses

(The profiles were excerpted from "A Guide to Sentencing DUI Offenders", 1995)

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WORDS TO KNOW

homicide

survivor

eulogy

manslaughter

turmoil

numbness

Post-Traumatic Stress Disorder

OBJECTIVES

As a result of this lesson you should be able to:

- ◇ define homicide
- ◇ list the types of homicide
- ◇ describe the impact of homicide on survivors
- ◇ identify coping strategies for dealing with a violent death

THINK ABOUT...



Read the following eulogy. A **eulogy** is a statement in honor of a deceased person. It is often prepared for a funeral. Sometimes people write eulogies for their loved ones long after they have died.

Training Notes:

Ask if anyone in the class knows the difference between killing, homicide, manslaughter, and murder. Explain that they will learn the differences in this section as well as the WORDS TO KNOW. Take a few moments to go over the OBJECTIVES and ask if anyone would like to add anything to the OBJECTIVES.

Go over the definition of eulogy. Ask if anyone in the class has written or helped write a eulogy. If so, ask how it felt.

Ask the class to read the eulogy beginning on the following page. If a class member cannot read, have someone read it aloud.

Eulogy to a Friend

Lisa Maria Martini, age 18, was found stabbed to death, naked, in her apartment. Her killer has never been found.

I, her best teen friend, remember her, and our times together, as truly bittersweet. I struggle for some justice, and all I can do is write.

Lisa and I were never afraid of the dark, of night, of the woods, of anything. Except sometimes on those long cold winter afternoons we'd spend hiking through the woods near our homes and we'd spot a moose. Lisa would climb a tree. I don't know why she was afraid of a moose. Obviously, it wasn't what she had to fear in this life.

Lisa's death has left me confused, afraid, sad, and now, angry. I am tired of being afraid. I am tired of fearing the dark, the woods, the future. I am tired of living in fear of being a woman. Of being a person. Of being alive.

I remember Lisa as a young girl, growing up, making mistakes, both of us succeeding and failing at different times; or so often together, judging each other, or refusing to judge, being best friends. I remember all the years we shared — the mornings we walked to school together, the lunch periods we snuck out of school to eat at the forbidden "Tastee Freeze."

After school we'd roam the woods or play our guitars...together. Junior high years were our best years,

Training Notes:

learning of social life, boys, crushes, kisses, rejection, and about each other.

Lisa Maria Martini. found stabbed to death. Her killer, or killers — never caught. And if he, or they, were? Is there a punishment to fit this crime? I am bitter because I have had to learn to be afraid. I am angry because the young girl I loved, fought with, competed with, grew up with, was stabbed to death.

There was no reason for her death. Just like there is no reason for any of the violent atrocities confronting women, children, men, animals—all of us— now. To this day I feel sick when I see a knife. I try to think why it happened, and of course there's no answer. But I was taught in school that there are answers for questions. This is logic.

Lisa Maria Martini, found stabbed to death. There is no logic to that.

She died young, and I think I have finally come to terms with that. She died a grossly violent death, and I will never be able to accept that. It makes me angry, but what can I do with the anger? It is not just one murder. Murder, rape, violence, have become so commonplace that they are on the back of the newspaper instead of the front, if there at all. I turned on the radio one day and heard the newscaster telling of four teenagers found shot to death in a park, and of the murder of a woman and a man in a local bar.

Training Notes:

Fear. It's been five years, but the tears still come. Sometimes when I'm getting ready to go to sleep, or taking a bath, or driving, or watching a movie, thousands of places, people, incidents . . . things, remind me of her. It's not so much that she died. People die. It's how she died. It is unfair. It is horrible. I'm sick and tired of being afraid. of crying. Her death was grossly unfair, and I am angry. The violence that is slapping all of us, every day of our lives in this society is unfair. It is wrong. And it must be stopped. I don't know how. I wish to God I did.

There is an attitude prevalent in our society that the victim of a crime is at fault. For example, a woman who is alone is asking for trouble. A woman has a right to be alone if she wants to be. It was not Lisa's fault for liking people that she got murdered. Yes, she hitchhiked and picked up hitchhikers in her time. She wanted to be liked and to be popular. If she had met her murderer before, somehow, then maybe it would have made a difference if she had stayed in her apartment. But I don't know the circumstances of her murder. What I do know is, whether she had met her killer before or not, it was not her fault that she was a victim. It is long past time that we stop accusing the victims and start putting the blame and punishment where it belongs — on the perpetrators.

I remember you, Lisa Maria Martini. I remember you giggling, laughing, running in joy and planning for the future. I miss you.

Lori Jo Oswald

(Reprinted from Victimology: An International Journal)

Training Notes:



DEFINITIONS

Homicide, or murder, is the willful (non-negligent) killing of one human being by another (Federal Bureau of Investigation (FBI, 1994).

State laws define different degrees of murder/homicide.

Manslaughter is the unlawful killing of a human being without malice.

What do you think is the difference between willful and negligent?

Can someone be willfully negligent?

Watch the final section of the Victims of Crime video and then answer these questions.

Training Notes:

Using your disk, you should have already copied the exact language of your state's homicide statutes into the Student Manual. Go over the definitions carefully, being sure the students understand the meaning of all the language. In order to get all the relevant statutes included, you may need to:

- ◇ reduce the font size on your computer;
- ◇ xerox the statutes and tape them to the page before printing your Student Manual;
- ◇ add a page (don't number the page, however, or all the remainder of your pages will be out of sync).

After discussing the statutes, ask the class if they think driving drunk and killing someone is willful or negligent homicide. In most cases, states say it is negligent because the drunk driver did not intend to kill anyone. However, some state second-degree murder statutes contain language like "wanton and willful disregard of human life." Drunk drivers have been convicted under these statutes also.

Cue up the last section of the video **Victims of Crime**. After watching the video, have the students answer the questions on the following page. Record their responses on a flip chart.



The United States has more murders per year than almost any other country in the world. Why do you think that is so?

Why do you think people murder?

If you walked into your home and found someone raping your mother, would you be justified in murdering him? Why or why not?

THINK ABOUT...



Read the following story and answer the questions.

Jose, 45, and Juan, 22, are brothers. They say they love each other, but when they drink, they argue and sometimes fight.

Juan and Jose are riding back from an evening outing with their mother and a friend. They have been drinking, so their mother is driving. Juan is in the front passenger seat. The young men begin to argue

Training Notes:

Review: You should have used your disk to insert your state's legal definition of "manslaughter." Be sure the students understand the meaning of "malice" if it is used in the statute. In most cases, it means a deep-seated dislike for someone. The offender takes pleasure in the suffering of the person for whom the malice is intended. Synonyms include hatred, resentment, spite.

After discussing the statutes, ask if the class thinks that America has more "mean-spirited" people than other countries. If so, ask how they think innocent children become so "mean-spirited" that they enjoy killing someone.

Ask the class to read what happened to Jose and Juan and to jot down notes in answering the questions on the following two pages. Allow plenty of time to discuss their answers and reactions.

loudly. Their mother stops the car and says that one of them must get out and catch a bus home. However, the argument calms down, so they all continue to travel together. The mother sees Jose's gun on the floorboard of the back seat, so she takes it and puts it under her seat. Juan is also carrying a gun, but his mother doesn't know it.

Several miles down the highway the argument begins again. Jose, who is in the back seat, hits his brother in the back of the head. Juan, pulls out his gun and shoots Jose six times at point blank range. As their mother stops the car, Juan jumps out and runs. The mother tries to help Jose, but she can't. He is dead.

1. **Whose fault is Jose's death?**

2. **Was this self-defense?**

3. **How do you think Jose's and Juan's mother feels?**

4. **Is Jose's and Juan's mother put in a difficult spot? Why?**

Training Notes:



5. **Who are the eyewitnesses to the murder?**

6. **How many of these witnesses will feel okay about testifying?**

Jose was not married but lived with Patricia, and they had one child.

1. **Who pays for the funeral expenses?**

2. **How much do you think the average funeral costs?**

3. **Do you have a life insurance policy?**

4. **What punishment do you think Juan should get?**

Training Notes:

You may want to call a funeral director for verification, but most funerals/burials cost a minimum of \$2000. Patricia has no obligation to pay for Jose's funeral. Juan and his mother will probably have to pay for it. The State Crime Victims Compensation program may not assist because of Juan's contributing to the conflict. They will definitely not assist unless Juan and his mother cooperate with the investigation which they will probably not do.

Be sure you are aware of your state's Crime Victim Compensation benefits. If you are not, obtain a copy of the application and benefits from your local prosecutor or the Attorney General's office.

5. What physical, emotional and financial impact do you think Jose's death will have on his family and close friends?

THINK ABOUT...



Read the following story and answer the question.

Kenny's sense of himself as a capable and worthy young man was organized around his role as his little sister's protector.

Today, he lounges against the fender of his car in his neighborhood and explains. "I was four when Gail was born. When Mama brought her home, I said, 'This is my baby.' She always was. Even when I got mad at her or she got in my stuff, I was always like, 'I'm her big brother and I'm gonna take care of her.' The day she started kindergarten, I was the one that walked her to school.

"It happened in August, in the late afternoon. Mama told me to go to the store. I said, 'C'mon, Gail, come down to the store with me and help me carry the stuff and I'll buy you a Popsicle. She loved grape Popsicles.

Training Notes:

Ask the class to read Kenny's story, or ask someone in the class to read it aloud.

“That car, I never saw it coming. Folks said he was doin’ at least sixty. He just came whalin’ down the street and up on the sidewalk where we were walking. I pulled Gail as hard as I could, but he just kept coming too fast.”

Behind his silver sunglasses, Kenny’s eyes fill with tears. His mouth sags, his scowl crumbles, and the 23-year-old gang member weeps softly. “I was eleven when that guy killed my sister. I tell Mama I was on the right track till Gail got killed. Ain’t nothin’ gone right for me since.”

Gail lived for eight days, unconscious. All Kenny remembers of that time was missing his mother who stayed at the hospital. Gail was in the intensive care unit, and children were not allowed to visit. The day Gail died, their mother flew back to South Carolina where all the family lived. “She didn’t even come to tell me Gail had died. The lady who was keeping me told me.”

Kenny flew alone to join his mother the day of the funeral. “I hadn’t seen Mama but a few minutes in almost two weeks, and now there’s all these people around her sayin’ ‘Don’t bother your momma. She’s havin’ a hard enough time as it is.’ So I kept to myself and tried not to bother her.

“We didn’t talk much about Gail. I guess we just never got around to it.”

Training Notes:



I used to see Gail a lot. Clear as day. She'd be in the room with me. Not sayin' anything. Just standing there with light all around her. I told Mama about seeing her, and she sent me to my Auntie in South Carolina. I missed Mama and I wanted to go home. They said, 'You still seeing your sister?' I said no, so they let me go home.

"Junior High got worse. I'd just know that my teachers were talking about Gail, saying bad things about her. I couldn't keep my mind on school. I just quit going. Mama took me to a doctor. I talked to him once, and he said Mama should come too, but we didn't go back."

Kenny hung out with older boys who stole cars, and sometimes he helped them. At fifteen, he was arrested and charged with accessory to auto theft. He spent two years at California Youth Authority. He has served time for possession of stolen goods, driving without a license, failure to appear in court, and resisting arrest. Although he earned his GED in jail, he has few job skills. The longest he has held a job is five months. He feels his life is going nowhere.

(Reprinted with permission from The Worst Loss by Barbara D. Rosof and Henry Holt and Company)

Whose fault is it that Kenny's life "is going nowhere?"

Training Notes:

Ask the class to jot down notes about whose fault they think it is that Kenny's life "is going nowhere."

Allow plenty of discussion time. This story is likely to bring up numerous unresolved grief issues among members of the class. Be prepared for grieving reactions. Assure the class that grieving is normal and healthy. It is also painful. Grief is what we feel, and it can't be stopped. Mourning is what we do in response to the grief, and many people try to stop others from mourning. However, when someone cries, it is only because he or she needs to cry. It is nothing to be ashamed of. Ask the class what they think happens to people who grieve but are not allowed to mourn.



Who Are Survivors of Homicide Victims?

“Survivors of homicide victims” is a phrase used to describe those individuals who had special ties of kinship with the person murdered, and who were therefore victimized not only by the loss of someone close but also by the horrific circumstances of that untimely death. Survivors are usually thought of as family members or close friends, but the term may include many people.

List below the kinds of people who were the “homicide survivors” of the Spencer boys’ deaths?

Common Reactions to Homicide

The common response to any extraordinary trauma is crisis. The long-term effect of the crisis is influenced by a number of factors, such as:

- ◇ the intensity of the event
- ◇ the suddenness of the event
- ◇ whether the event was anticipated
- ◇ our state of mind prior to the event

Training Notes:

Point out that the town Betty Jane lived in when the boys were killed -- and has returned to now -- is a very small town in a rural county. There is no one in the area who does not remember the murder or know who she is. Can she ever live a normal life?

Ask the class to read the Common Reactions to Homicide section in their student manual. Or have it read aloud.

It is clear that learning of a loved one's murder is intense, sudden, and virtually impossible to understand. Hence, most survivors face a long period of emotional struggle to reconstruct a devastated life. That private turmoil is characterized by a number of different reactions.

Numbness

Survivors report suffering an initial phase of shock and confusion. The shock at receiving the information of the murder is experienced both mentally and physically. Typically, the survivor is unable to accept the news of the death and even less able to comprehend the murder. After a rush of feelings which accompany the adrenaline reaction to the news, many survivors collapse into a state of being stunned or numbed with physical exhaustion.

Even that paints too predictable a picture. In fact, the feelings aroused by the devastating death notification and the way these reactions show themselves in the survivors' behavior, vary considerably from one person to another. There is a very wide range of normal responses in thinking, feeling, and behavior. All the following are typical reactions of family members and friends:

- ◇ **preoccupation with the survivor's personal loss**
- ◇ **horror about the suffering that the murder victim may have suffered**
- ◇ **a need to know every detail of the victim's death**
- ◇ **attacks of panic**
- ◇ **a fixation on maintaining a day-to-day routine, though this may be shattered at times by outbursts of intense emotion**

Training Notes:

- ◇ **restlessness and insomnia**
- ◇ **an inability to concentrate**
- ◇ **flashbacks to the memory of receiving the death notification or the memory of, or an imagined picture of the crime itself**
- ◇ **rage at the assailant**
- ◇ **fear for one's own life or that of other loved ones**
- ◇ **self-blame about something the survivor did or didn't do to prevent the murder**
- ◇ **hostility towards others**
- ◇ **utter hopelessness and helplessness.**

1. **Look over the list of "typical survivor reactions during the acute stages of crisis" on the previous page and imagine that you have been murdered. Rank on a scale of 1 being the most likely and twelve being the least likely the reactions you believe your mother would be experiencing during the first few months after your death.**
2. **Go back and do the same for your closest brother or sister.**

For most survivors, the distress of the murder itself is compounded by a number of other stressors:

Training Notes:

After reading or listening to the section, ask the class to turn back to the previous page to the bulleted points and think of how their mother would react if they were murdered. In the left hand margin, have them put a "1" by the reaction they think she would most likely experience, a "2" beside the next likely reaction, etc. until they get to "14."

When this is completed, ask them to think of their closest brother or sister and do the same ranking with that person in mind.

Ask the class if they had ever thought before about how their family would react if they were murdered.

Ask if they think most families would react the same way.

Ask the class to read the list of six stressors often associated with having a family member killed. Ask them to write down the name of the family member who would most likely have to deal with each stressor if they were killed.

- ◇ the notification process
- ◇ identification of the body
- ◇ funeral arrangements
- ◇ medical bills
- ◇ funeral and burial expenses
- ◇ dealing with the criminal justice system

1. Beside each item in the list above, write the name of the person in your family who would likely deal with the problem. For example, who would probably be notified of your death? Who would probably go to the medical examiner's office to identify your body, etc.

THINK ABOUT...



You have been murdered. Plan your funeral and, as a closing, write your eulogy. Assume that your family has a limited income and a savings of approximately \$1500.00.

Additional problems of homicide survivors are listed below:

- ◇ Seeming indifference of the community to the plight of survivors.
- ◇ Isolation and helplessness in a world seen as hostile and uncaring and that frequently blames the victim.

Training Notes:

The class assignment is to plan their own funeral. This includes the names of the pastor if they know one, songs that should be sung, who would speak, etc. They should choose the kind of casket they would have, realizing that the family can spend no more than \$1500. This may require some research about costs of funerals, caskets, and burials in your own community. You may even ask a funeral director to come in to assist with this exercise. They are also to write their own eulogy to be read at the funeral.

This exercise could be quite anxiety-provoking, which could result in giggling or ridicule. If this happens, point out that laughter is a common reaction to anxiety and a defense we often use when we are uncomfortable. It may be useful to have each class member go somewhere to be alone to complete the exercise.

You may not want the class to discuss this exercise together. It might best be explored in private sessions.

- ◇ Feelings of guilt for not having been able to protect the victim.
- ◇ Growing public sympathy for perpetrators of crimes of passion.
- ◇ Disparities in the judicial system (frequently, punishments for property crimes are as great as, or greater than, for the crime of taking a human life).
- ◇ Sensational and inaccurate media coverage.
- ◇ Financial burden of hiring private investigators, etc., when they feel that law enforcement officers are not doing an adequate job or when there are too many unanswered questions.
- ◇ Anger over a plea bargain arrangement.
- ◇ Outrage about the leniency of the murderer's sentence.
- ◇ Frustration at not being allowed inside the courtroom at the time of trial.
- ◇ The memory of a mutilated body at the morgue.
- ◇ Lack of information about what is going on.
- ◇ Unanswered questions—about the crime, the criminal justice system (Why is the killer on bail, walking the streets, after he has confessed to the crime? Why was the confession thrown out? Why do they keep postponing the trial and not letting us know?)
- ◇ Financial burden for professional counseling for surviving family members.
- ◇ The feeling that the murderer, if found, has all the rights.
- ◇ The seemingly endless grief.
- ◇ Loss of ability to function on the job, at home or in school.
- ◇ The strain this puts on marriages and family relationships, frequently resulting in divorce.
- ◇ Getting back the personal belongings of a murder victim, even those which are not essential to a trial.

Training Notes:

- ◇ The disparity between what is spent for murderers and what is spent for victims' families.
- 1. **Do you know a family in which a loved one has been murdered or suddenly killed in a vehicular crash? If so, please check the items above that have been difficult for them. Be prepared to share these reactions with the rest of the class if your instructor asks you to.**

In the article "**Out of Anger to Peace of Mind**", Dr. Richard Gayton (1995) outlined fourteen post trauma emotional reactions common to survivors of violence. All or part of these symptoms are characteristic of a syndrome known as **post traumatic stress disorder**.

1. ___ have intrusive distressing memories of the violent event
2. ___ have distressing dreams of the violence
3. ___ have sudden feelings that the violence is happening again
4. ___ are reminded of the trauma on Anniversary days which sets off extreme emotional distress: crying, panic, rage, guilt
5. ___ try to avoid thoughts or feelings associated with the violence
6. ___ avoid situations that remind them of the violence
7. ___ experience memory loss regarding an important event that took place during the violence.

Training Notes:

Ask the class to think of a family in which someone was murdered or killed in a vehicular crash. Then ask them to mark with an "X" in the left-hand margin problems that family has experienced. Point out that family members of someone killed in a vehicular crash suffer a very similar aftermath to those whose loved one was murdered. Ask why they think this is so. Answers include:

- ◇ Sudden - no psychological preparation
- ◇ Violent - bodies are terrible mangled in crashes
- ◇ Senseless - most vehicular crashes could have been prevented if someone had not driven too fast, drunk, etc.
- ◇ Families of those killed in crashes have the same financial and criminal justice problems as those in which someone was murdered.

Explain that Post-Traumatic Stress Disorder has been around for centuries, but it has had different labels. In earlier wars, it was called "shell shock." After the Vietnam War it became "PTSD." Researchers have now verified that not only combat war veterans but victims of crime -- including family members of someone killed -- suffer from post-traumatic stress disorder.



8. ___ have diminished interest in the activities once enjoyed
9. ___ have a sense of being different from others - detached, estranged
10. ___ have a feeling there is no future
11. ___ have trouble feeling love for anyone
12. ___ have difficulty falling or staying asleep
13. ___ are irritable, startle easily and have difficulty concentrating on work
14. ___ may overreact to loud noises or sudden movements

Go back through the list and check reactions you have had to a major stressor in your life.

Watch the “Ernest Pickett” section of the video “Victims of Crime, Silent No More” and answer the following questions:

1. **You are a student at Dorsey High School and an eye-witness to the murder of Ernest Pickett. What would you do? Explain your answer.**

2. **List the reactions experienced by Ernest’s mother. How is she dealing with those emotions?**

3. **A controversy erupted in the Los Angeles community concerning safety for “witnesses” to the murder. What are your recommendations to deal with situations of this type in your community?**

Training Notes:

It is very likely that individuals in the class are victims of post-traumatic stress disorder but never knew it. Ask them to place an “X” beside reactions they have had. Do not discuss this as a group, but do discuss it in individual sessions. Ask when the symptoms began and you may be able to see that they relate to a trauma in their own lives. They need specialized treatment for PTSD.

Show the “Ernest Pickett” section of the video, **Victims of Crime, Silent No More**. When finished, ask the class to fully answer the questions on this page. Use this material for individual sessions.

The **Supplemental Resources** section at the end of this chapter includes resources of help for homicide survivors. It is very likely that class members or some of their family could benefit from these resources. It may also be helpful to prepare a list of local agencies and phone numbers that may be useful to them.

GUEST SPEAKER NOTES

Training Notes:

It should not be difficult to get a homicide survivor to speak to your group since many are eager to do so. Contact your local chapter of Parents of Murdered children or Mothers Against Drunk Driving. Compassionate Friends may be able to help. You may wish to have a panel or individuals come and share their story.

The guest may be willing to interact with the class afterward, but do not debrief the class until after the speaker has left. Under no circumstances should you allow any rude or insensitive statements to the guest.





SUPPLEMENTAL RESOURCES

Use the following materials either as resources for yourself as a trainer or if you wish to expand the class materials.



THE VIOLENT EPIDEMIC: HOMICIDE

- ◇ In 1995, approximately 21,400 homicides were committed in the United States. Thus, approximately 60 people becomes victims of homicide every day in the United States (FBI Uniform Crime Reports, 1996.)
- ◇ An estimated 2.8 million adults in America, 1.58% of a large national sample, have lost an immediate family member to criminal homicide (defined as murder or a drunk driving crash). Another 2.6 million have lost another relative to homicide; and another 1.3 million have lost a close friend to criminal homicide. (Amick-McMullan, et.al, 1991)
- ◇ On a typical day in 1992, seven juveniles were murdered (Snyder & Sickmund, 1995).
- ◇ Young males are at greatest risk (60%). Males comprise 75% of all homicide victims and African-Americans, 50% of all homicide victims. The single highest age group of victims was males between 20 - 24. Black males ages 14 - 17 are more likely than other juveniles to become homicide victims (Snyder & Sickmund, 1995).
- ◇ Most juvenile homicides involve victims and offenders of the same race. Ninety-two percent of Black juvenile victims were killed by Blacks and 93% of Caucasian juvenile victims were killed by Caucasians (Snyder & Sickmund, 1995).
- ◇ Homicide is the second leading cause of death for Americans ages 15 to 34 and the leading cause of death for all African-Americans (Hammett, 1992).
- ◇ The national homicide rate of about 10 per 100,000 inhabitants appears to be one of the highest in any westernized nation (FBI Uniform Crime Reports, 1994).
- ◇ The homicide victimization rate for American males 15 to 24 is eight times higher than that in the next highest country, Italy (Fingerhut & Kleinman, 1990).

- ◇ In 1994, 47% of murder victims were either related to (12%) or acquainted with (35%) their assailants. Fourteen percent of the victims were murdered by strangers, while the relationships between victims and offenders were unknown for 39% of the murders. Among all female victims in 1994, 28% were slain by husbands or boyfriends. Three percent of the male victims were killed by wives or girlfriends, usually following years of abuse (FBI Uniform Crime Reports, 1995).
- ◇ Of the estimated 23,400 arrests for murder in 1993, the 18 - 24 year old age group accounted for 41% of the total arrests (FBI Uniform Crime Reports, 1994).
- ◇ Twenty-nine percent of the murders in 1993 began with an argument. Nineteen percent were committed in association with a robbery or arson (FBI Uniform Crime Reports, 1994).

MURDER BY TYPE OF WEAPON, 1993

Handguns	57%
Cutting or Stabbing	13%
Shotguns	5%
Unknown Type Firearms	5%
Personal Weapons	5%
Blunt Objects	4%
Rifles	3%
Other (explosives, poison, etc.)	8%

(FBI Uniform Crime Reports, 1994)

- ◇ The firearm homicide death rate for teens ages 15 to 19 increased 61% between 1979 and 1989, from 6.9 to 11.1 deaths per 100,000. During the same period, the non-firearm homicide rate decreased 29%, from 3.4 to 2.4 deaths per 100,000. Thus, the observed increase in the homicide rate for older teenagers was driven solely by the increase in firearm homicides (Snyder & Sickmund, 1995).

- ◇ The economic cost of gunshot violence is staggering. In California, for example, the average cost to treat a gunshot victim in 1993 was \$25,883. Wounded gunshot victims and gunshot fatalities cost \$703 million in direct medical care alone. Over 80% of that cost was uncompensated by income or insurance and was therefore passed on to the public (Nieto, Dunstan & Koehler, 1994).

THINK ABOUT ...



Watch the video, "48 Hours - Our Kids: Armed and Dangerous" and then answer the following questions:

(Questions concerning Chris Palletero)

1. Who are the victims?

2. What were the effects of the shooting on his life?

3. How did the shooting affect Chris' family?

4. Did the perpetrators accept responsibility?

5. What caused the shooting?

6. Was this a senseless act?

7. How could it have been avoided?

(Questions concerning the two-year-old baby shot in the head in the cross-fire)

- 1. Who are the victims?**
- 2. How was the girl's life affected by the shooting?**
- 3. How is the family feeling?**
- 4. How has this affected the family's life?**
- 5. What did the "gang members" express regarding the two-year-old getting shot?**

(Questions concerning the five-year-old boy who killed himself with an illegal gun in mom's house)

- 1. Who are the victims?**
- 2. How are the victims affected?**
- 3. Why do you think the mother got the gun?**
- 4. Was this a senseless tragedy?**
- 5. How could it have been avoided?**

(Questions concerning the 14-year-old Barry who was shot in the head by a drive-by shooter)

- 1. Who are the victims?**

- 2. How were the victims affected?**

- 3. Why was Barry shot?**

- 4. What are some of the effects of all this violence?**

RISK FACTORS IN SPOUSAL HOMICIDE

David Finkelhor (1993) offers five types of commonalities in family violence which can lead to homicide.

- ◇ Relationships that show the greatest power differential between individuals tend to have more abuse. (Extreme possessiveness is involved in about half the cases.; i.e. jealousy, rivalry, perceived unfaithfulness not based on fact.)
- ◇ Abuse is commonly related to perceived powerlessness on the part of the abuser.
- ◇ Victims often blame themselves.
- ◇ Ambiguity exists regarding the boundary between acceptable controversy and punishment/abuse.

Carillo (1995) offers seven types of commonalities in family violence which can lead to homicide.

- ◇ History of violence
- ◇ Frequency and severity of violence over time.
- ◇ Addiction to illegal drugs, especially crack, crank, PCP, and methamphetamine.
- ◇ The practice of threatening death rituals.
- ◇ Homicidal or suicidal ideation.
- ◇ Access to weapons, especially firearms.
- ◇ Final factor: She says she's leaving.

RISK FACTORS IN PARRICIDE

(Killing of a Parent)

Kathleen Heide (1993) identified risk factors among adolescents who murder their parents.

- ◇ A pattern of family violence (physical, sexual, mental, emotional abuse and neglect).
- ◇ The adolescent's attempts to obtain protection went unheeded.
- ◇ The adolescent was unable to escape the family situation. They had a history of running away, suicidal ideation and some suicide attempts.
- ◇ Most of the adolescents had no previous criminal history and were not criminally sophisticated.
- ◇ The adolescents had easy access to guns.
- ◇ Alcoholism was common.
- ◇ Adolescents may have been in a dissociative state before and/or after the killing.
- ◇ Offenders and other family members expressed relief that their parent was dead.

COMMON CHARACTERISTICS OF MASS MURDERERS

Hickey (1991) has identified characteristics of mass murderers.

- ◇ They are primarily white, male, and span a wide age range.
- ◇ Handguns or semiautomatic guns and rifles are used to kill suddenly and swiftly.
- ◇ Victims are usually intentionally selected by the killer. For example, a former boss, an ex-wife, a friend, as well as other persons who happen to be near.

Those who commit multiple homicide appear to do so in an irrational effort to regain, even for a brief moment, a degree of control over their lives. For many mass killers, the best way to strike back at a cold, cruel world is to kill children; thus, the gunning down of children on a school playground.

SERIAL KILLERS: Those who kill numerous victims, one at a time, over time

Most serial killers stay within a certain geographical area -- their home, their town. Most select their victims on the basis of physical characteristics that remind them of someone hated. Alcohol and other drugs and pornography are often used heavily by serial killers, but thousands of other people use these things and do not murder. There is much to still be learned about serial killers.

Parents of Slain Children

By

Charles Leerhsen

With Pamela Abramson and Linda R. Prout

Her son John was a 16-year-old runaway -- until the day last fall that he was brutally murdered by a man who stabbed him sixteen times. Even today Kathy Powers recalls the onrush of emotions that left her feeling "like my brain was going to explode." She was nearly overwhelmed by waves of guilt, anger, horror and grief. What made her situation more difficult was that no one seemed supportive. "You shouldn't feel that way" was the best advice her mother could offer. At work the boss complained about her shifts of mood. And though her younger son's teachers had been advised of a death in the family, they sent home notes saying that the boy was daydreaming in English classes and failing gym. "I needed people to tell me that what I was feeling was normal - people who had gone through the same thing," says Kathy. Fortunately, she found them before too long in a rapidly growing organization called Parents of Murdered Children.

Trauma: Although its avowed aim is to alleviate the suffering of traumatized mothers and fathers, POMC may be viewed as a frightening sign of the times. As its members point out, the organization exists not just there's been an increase in the murder of young people but because society generally lacks compassion for the victims of violent crime. "People don't know what to say to you," says a mother from a California chapter of POMC, "so they avoid you like you have a disease."

The traditional sources of help in times of stress -- doctors, clergy, and friends -- are often among the least prepared to handle the special problems confronting the parents of murdered children. "Therapy didn't answer my questions about the bizarre 'alone' feeling I had after Nancy's death," says Deborah Spungeon, whose 20-year-old daughter was stabbed to death in the New York City hotel room she shared with punk rocker Sid Vicious. "My psychiatrist kept telling me I should be over with it." The Rev. Robert Hullinger, a Lutheran minister from Cincinnati, no longer is surprised by such statements. "Most professionals don't know how to deal with these parents," he says. "I admit I once didn't know what to do."

Hullinger's wife, Charlotte, founded Parents of Murdered Children in 1978, three months after their teen-

age daughter was bludgeoned to death by a former boyfriend. From a coffee klatsch involving just three couples, POMC has grown into a nationwide network of twenty chapters, with several more in the planning stages. Members meet once a month and usually begin each session by recounting their sad stories. "You talk and you talk," says Roberta Anderson, a San Francisco Bay Area member whose son was killed during a robbery of a drugstore where he worked. "You keep telling your feelings and maybe one day you'll believe that it really occurred."

Group leaders sometimes attempt to steer the conversation toward such topics as getting through the holidays, coping with feelings of helplessness or caring for sibling survivors. When POMC members gather, they also inevitably end up discussing the criminal -justice system - and how it made everything so much worse. Their bitterly expressed complaints range from cops who call deceased children "the body" to judges who dispense lenient sentences to murderers. Some members maintain that the trial is the most painful phase of the bereavement process, especially when defense attorneys attack the victim's character. "They made a mockery of my Catina when she wasn't there to defend herself," sobbed Harriet Salarno, a member of the San Francisco chapter. "Justice is not for all."

Recently the Philadelphia chapter of POMC invited Ed Rendell, the city's district attorney, to explain how the law works. The politically ambitious prosecutor began by dispensing vague bromides. He was soon interrupted by a voice from the floor. "The longer I hear you talk," said William Frankl, a doctor whose son was shot to death at a party, "the more depressed I'm getting." After the exchange, Rendell finally offered some specific advice. "Go to court with your fellow members," he said. "Judges are mostly cowards, and when the D.A. says that POMC people have come with the victim's family, it can have a great impact." In response to his suggestion, the Philadelphians have already initiated such a program. At the recent trial of Dale Wittick, the man accused of stabbing POMC member Reta Klaiss's son 207 times and running him over with a truck, a contingent of about eight fellow members sat in the courtroom each day as "a visual reminder" of the victim's rights. Wittick was found guilty of murder and will be sentenced in June.

Emotional Outbursts: POMC is active in other ways. Many chapters now conduct sensitivity-training workshops for clergy, lawyers and psychiatrists. Some POMC members have begun lobbying for strong new victim's rights laws. The Cincinnati chapter has published a short leaflet that tells parents what to expect after a child is murdered - emotional outbursts during the first two weeks, restlessness lasting up to

four months and occasional psychosomatic illness during the first seven months.

Still, those soul-searching monthly meetings remain of central importance to the membership. "When I'm with the group, I can be as angry and as outraged as I want," says Kathy Powers. "Thanks to them, I know now that I'm not crazy." But the most important thing, it seems, is knowing you're not alone.

**Boy, 9, Fatally Shot Near Home in Venice:
Attack Linked to Rivalry Between Gangs**

By

George Ramos

Pedro and Maria Gonzalez had warned their nine-year-old son, Jorge, about the street gangs that frequent the mostly impoverished, racially mixed Venice neighborhood where the family lives. "I told him, 'Don't go over where the gangs are,'" the mother recalled Tuesday. "Stay close to home." The boy heeded the advice, but even that wasn't enough Monday night.

Shot Near Home

In an area next to his family's back yard, the boy was fatally shot in the head and another bystander was wounded. Detectives described the shooting as an apparent retaliatory attack in which the victims were caught between a gunman and his intended target.

"They just didn't care about innocent victims," Los Angeles police spokesman Cmdr. William Booth said of the assailants.

Detectives said it was about 9:20 p.m. when a passenger in a white compact -- perhaps a Toyota -- fired at a group of bystanders and youngsters, including Jorge, in the 400 block of West Indiana Avenue, part of the Oakwood section of Venice.

"He didn't say anything," Abel Gonzalez, 12, brother of the young victim, said of the gunman. "He just started shooting." Investigators said the car sped away immediately.



The boy, shot once in the head, died at Daniel Freeman Marina Hospital in Marina del Rey, officials said. Javier Gallegos, 24, of Santa Monica, wounded in the arm, was treated at UCLA Medical Center, police said.

Booth said the intended targets, apparently members of a rival street gang, were standing in the background, several yards from where the boy and Gallegos stood. "We do think rival gangs were involved, but the precise reason, we don't have that," Booth said. Detectives were continuing their search for the assailant and the car's driver.

According to police, the Oakwood area, which has become a haven for cocaine trafficking in recent years, has had gang problems since the mid-1970s. The neighborhood is getting more police attention as young professionals, eager to live in moderately priced homes near the ocean, have begun moving in.

Area residents said Monday night's shooting was the third in recent weeks. "The gangs are always messing with people," said one resident, who asked not to be identified. Most of Jorge's playmates said the incident has prompted parents to lecture them about playing outdoors. "We already know that when they (gang members) come around, we have to leave," said Veronica Reynoso, 12. "Now, our parents say we can hardly play outside."

Pedro Gonzalez said his son, a third-grader at nearby Westminster Avenue School, loved to play outside, often teaming up with friends for a softball game or riding his bicycle. Clutching a school photo portrait of the dead boy, the father, a self-employed auto mechanic, said he would move the family of four girls and two other boys away from Venice, because of gang violence.

"I don't want another of my kids to be killed by the gangs," he said softly in Spanish. "I'll be looking for a tranquil place where we can live in peace."

Surviving a Relative's Murder

By

Ann Rae Jonas

Ten years ago, my only sister was murdered while hitchhiking on the West Coast. The memory of my mother's telephone call, to say that the police had found her body, still feels unreal. From that moment, my life was engulfed in grief for the loss of my sister, and in anxiety touched off by the sudden intrusion of violence into my world, I was plagued by a collage of images -- her bloody body lying in a field, the way she flipped her hair over her coat collar, her smile over a cup of tea. I still cannot reconcile my knowledge of her violent death with the sense of her living presence.

Last year, I began to talk with other close relatives of homicide victims to see how my feelings compared with theirs. Like me, most of the people I spoke with find it very difficult to accept the death, though doing so is essential to continuing one's own life. All feel a sense of outrage and injustice. And all seem compelled to focus their emotions on the event of the death -- the murder itself. This emotional focus sometimes becomes an obsession. Just how vividly, how precisely, does one allow oneself to imagine the scene -- the blow or shot and its physical effects; the loved one's final thoughts, feelings, and terror? Some of the survivors I spoke to said that they can't stop going over it in their minds, while others said that they deliberately try not to think about it.

My sister was murdered with an ax. At first, I had a vague fantasy about a man striking her in the head with an ax. Five years after her death, I realized that my fantasy was silent, somewhat like figures moving in a silent film. I still cannot imagine the specific sound of the ax striking her head.

Some survivors dwell on the scene of the crime. A woman whose husband was murdered near the massage parlor he managed said, "When I go anywhere near where he got killed, I get so frightened I can hardly breathe. It seems as if you can sort of just look at the building and see the blood on the wall, where his hands were..."

As unjust as death may seem, whether brought on by debilitating disease or by unfair accident, there is usually the possibility of a thread of continuity between how one lives and dies. A strong, honest person has



the choice to bring to death those qualities that served throughout life. In the case of murder, however, there is usually a complete dissociation between the victim's life and cruel death. Thus, survivors often come to see the victim's life only in terms of the murder - as if her or she had lived only to be murdered. Murder also defines the shape of survivors' lives. Events are marked as being either before the murder or after the murder. Some survivors even feel that "it's almost as if there never was a before."

Almost every relative feels an abrupt loss of faith in the world as a safe place. Although we are all disturbed when confronted with death by accident or natural disaster, the damage done by murder goes far deeper. To some degree, trust is never restored. A woman whose husband was murdered said: "Now I feel as though I live on a day-to-day basis; if I walk to the store, if I step out for a minute, I don't know whether I'm coming back to my children."

For some survivors, the sense of vulnerability takes a specific, even predictable, form. The murderer of a young woman had been released after eight years in an institution for the criminally insane, and the victim's father happened to see the man once on a subway. "Now," the father says, "when I get on the train, I condition myself to meet this man...As soon as I approach the station, automatically I begin to think, 'This guy will be there.'"

The current trend in psychology is to treat death as a natural part of life. For the homicide survivor there is nothing natural about the loved one's death. One of the lessons of surviving a tragedy, however, is that there is room in the scheme of things even for the unnatural. Survivors must come to terms with what has occurred, simply because it has occurred.

HELP FOR HOMICIDE SURVIVORS

1. It can take 18 to 24 months following a normal death for a family to re-stabilize and form a new lifestyle without the deceased person. It takes much longer when the death was sudden violent, and senseless. Recognize the length of the mourning process. Don't let others put unrealistic expectations on you.
2. Being notified of the killing of your loved one may have been the worst moment of your life. However, the weeks or months following that are not as painful as later times because your body has calmed itself with androids and opioids that tend to "numb you out" to feelings. This is called "shock." Many find themselves feeling more depressed than ever from 4 to 7 months after the killing when your body recognizes that you can now tolerate the feelings and the numbness begins to wear off. Sadly, most people who don't understand will expect you to "be over it" by this time, and will offer little or no support.
3. The best way to get the support you need is to be honest about your feelings. If someone who cares about you asks how you are, tell them if you are comfortable, "I'm feeling pretty awful today. I really miss my brother."
4. Finding someone else who is also a homicide survivor may be the wisest decision you make. Those who have been there can speak your language and nod with genuine understanding, although know one else can know totally how you feel. If you cannot find another survivor or a homicide survivor support group, you may use another friend, but be sure to ask first if they feel up to hearing all you want to share. They may not know what to expect if you don't.
5. Sometimes depression keeps the lid on anger. Find a support group of other homicide survivors where you can safely ventilate your anger. You may then find that you don't feel so sad.
6. Set aside time to lament. He who fails to mourn, fails to mend. This may mean going off by yourself and allowing yourself to cry as you listen to music, remember, write your feelings in a journal, or write a letter to the one who was killed or to the killer. "Pity parties" are sometimes therapeutic and necessary.

7. It's all right to cry, to question, to be weak. Don't let others put you on a pedestal by telling you how strong you are or what an inspiration you are. Tell them the truth about how you feel.
8. Remember that this may be the first sudden, violent, death you have gone through. It's OK not to know how to act or what to do.
9. As you see someone else in pain, reach out to help them. It is amazing that the best way to overcome our own despair is to reach out to someone else in despair.
10. Every crisis also includes opportunity. You can make of the tragedy what you choose to. Mysteriously, your faith in yourself, in others, in God can be strengthened through crisis. Seek out others who can offer hope and guidance to you.
11. Keep writing. Journals are not only for letters to victims and killers, but also for writing down all your thoughts and feelings. Don't censor what you write. Let it all out. No one else is going to read it. You'll be surprised at how it will help, and you'll also be surprised the ideas for making things better that will flow from your pen.
12. Remember that while very few survivors say they fully recover from the death of their loved one, most are able, in time, to restructure their lives and to develop something positive out of the tragedy. In fact, more and more survivors are committing their lives to creating a meaningful outcome to their tragedy. That commitment may involve lobbying for change to give survivors more legal rights and more access to the criminal justice system. It may mean establishing a program to assist other survivors. It may mean monitoring the parole system to assure that some murderers who are still violent do not get out to repeat their crimes. Whatever the cause, becoming involved in something positive may be the best gift you can make in memory of your loved one.

(Sources: Gayton, 1995; Father Kenneth Czillinger of Cincinnati, Ohio, and Lord, 1987)

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HATE AND BIAS CRIME VICTIMS

WORDS TO KNOW

Bias

Bias Crime

Discrimination

Sexual Orientation

Cultural

Diversity

OBJECTIVES

At the end of this chapter, you should be able to:

- ◆ Define bias and bias crime
- ◆ Discuss features of bias crimes that differentiate them from other crimes
- ◆ Identify various ways bias crimes impact victims and the community

THINK ABOUT...



Read the following story and answer the questions.

In the pre-dawn hours in early June, three 16-year-olds in Arlington, Texas, all Caucasians, bought two cases of beer at a Chevron station and set out cruising in search of an African-American to kill. The trio was involved with the white-supremist Confederate Hammer Skins group of Dallas, Texas.



5. List reactions of the community when they learned that the first time one of the offenders was sentenced, he received probation?

6. List reaction of the community upon learning that he had been re-sentenced to 40 years in prison.

TRUE/FALSE

Place a "T" to the left of statements you believe to be primarily true and an "F" to the left of statements you believe to be primarily false.

1. ___ Hate and bias crimes have about the same affect on victims as other types of crimes.
2. ___ Hate crimes are sometimes considered "message crimes" because they send a message of fear and terror throughout an entire community.
3. ___ Bias indicators, such as drawings, markings, or other graffiti at the scene, need not establish that the primary purpose of the offender's actions was motivated by bias or hatred. That bias was only one motivating factor is sufficient for designating a hate/bias crime.
4. ___ Victims of bias crime are usually singled out for victimization based on something they have no control over.
5. ___ Places of worship are often targeted by bias crime offenders.



DEFINITIONS:

Bias is a preconceived judgment or opinion about someone or something. In the context of "hate and bias crimes," it refers to negative opinions about someone who is different.

Discrimination is to treat someone negatively because of feelings of bias against them. A **hate or bias crime**, therefore, is not a separate offense but any criminal offense that is motivated by hate. The *Federal Hate Crimes Statistics Act of 1990* defines bias crimes as crimes motivated by "hatred against a victim based on his or her race, religion, sexual orientation, ethnicity, or national origin." Other definitions include age and disability.

Sexual orientation does not mean gender only. It refers to whether a person is attracted toward persons of the same gender or the opposite gender as intimate partners. Since research is showing that sexual orientation is primarily the result of genetic structure rather than choice, one should not be discriminated against because of it.

Culture refers to the way a group of people talk, educate themselves, train their children, work, play, worship, believe and act that distinguishes them from others. America is home to many **diverse** or different cultures. One should not be discriminated against because his or her culture differs. One should become culturally sensitive to the diversity we share. To do so is not to become color-blind, but to appreciate our differences.



ACCOUNTABILITY

Some people are victimized, either subtly or overtly, for no reason other than the color of their skin, the religion they profess, the heritage of their parents, or their sexual orientation. Not only is the individual who is personally touched by these offenses victimized, but the entire class of individuals residing in the community is affected. Victims of bias and hate crimes suffer serious and long-lasting traumatic stress. **No one has the right to victimize another person or another person's property because of their race, religion, gender or sexual orientation, age, or disability.**

Divide your class into pairs. One member of the pair is to listen attentively while the other describes a time he or she was called a name and felt deeply humiliated and hurt. Afterward, the other member of the pair is to share a similar experience.



THINK ABOUT...



The underlying motive of the criminal offender is what distinguishes a crime as a hate or violence crime. Most hate-motivated violence is characterized by the fact that the victim is targeted because he or she represents a particular group rather than because of personal conflict (National Crime Prevention Council, 1992).

Answer the following questions and be prepared to discuss in class:

1. **Where were you born?**
2. **Where was your mother born?**
3. **Where was your mother's mother born?**
4. **Where was your mother's father born?**
5. **What form of religion or spirituality do you practice, if any?**
6. **What language is generally spoken in your home?**
7. **Describe some holiday traditions in your family.**

8. **What groups do you feel negative bias toward? Place an "X" beside those you feel uncomfortable around:**

- | | | |
|--|--|-------------------------------------|
| <input type="checkbox"/> Caucasians | <input type="checkbox"/> Women | <input type="checkbox"/> Democrat |
| <input type="checkbox"/> Moslems | <input type="checkbox"/> Lesbians | <input type="checkbox"/> Hispanics |
| <input type="checkbox"/> The Elderly | <input type="checkbox"/> Disabled People | <input type="checkbox"/> Christians |
| <input type="checkbox"/> Republicans | <input type="checkbox"/> Jews | <input type="checkbox"/> Gays |
| <input type="checkbox"/> African-Americans | <input type="checkbox"/> Men | <input type="checkbox"/> Asians |
| <input type="checkbox"/> Others? | | |



Turn back to the previous page where you marked groups of people you were uncomfortable around. Write beside each one you marked the name of the person or persons you believe taught you to feel negative bias toward that category of people.

Read the following case examples and answer the questions after each.

Case #1

While waiting for a bus, an elderly African-American man is confronted by four Caucasian young people who shout racial slurs and demand that he get up off the bus stop bench so they can sit. He ignores them, and one youth punches him and knocks him to the ground. The other three begin kicking him in the head, stomach and back.

1. **Why do you think the offenders did it?**
2. **Name some feelings the elderly man experienced.**
3. **How do you think the elderly man's family and friends felt when they heard about it?**
4. **How would you feel if the man was your grandfather?**



4. Name some feelings George experienced.

5. Name some feelings that George's mother and father experienced.

6. How do you think George and his family felt about continuing to live in that community? Do you think they stayed?

7. How would you feel if this happened to you?



Divide the class into five groups and each group is to be assigned one of the previous scenarios. Discuss the following questions as a small group until your group is in agreement.

You know the victim(s) in this case. What will you say to the victim, now that this has happened? Is there anything you can do to help other than listen?



Read the following information and jot down your ideas in answer to the question.

Racial and ethnic minorities are more likely than Caucasians to become victims of violent crime. Most perpetrators of hate crimes are in their teens or early twenties. (National Crime Prevention Council, 1992). A higher percentage of African-Americans and Hispanics than Caucasians say they fear crime so much that they limit where they go, purchase weapons for protection, and/or purchase a home-protection system (Kilpatrick, et. al, 1994). The emotional pain and suffering that victims of hate crimes endure is worse in several ways than the same crime that was not motivated by hate.

- ◆ The victim was singled out because of something he or she has no control over.
- ◆ The victim realizes that his or her "category" is hated.
- ◆ The police are sometimes not very responsive to hate crimes.
- ◆ Victims of hate crimes feel very powerless--that there is nothing they can do to stop it.

Is there any way to stop it? If so, share your ideas with the rest of your group.





SUPPLEMENTAL RESOURCES

Use the following materials either as resources for yourself as a trainer or class materials.



Answers to True/False Quiz

1. False
2. True
3. True
4. True
5. False (Places of worship are targeted, but most hate crimes are committed in residences or on streets and roads.)

THE VIOLENT EPIDEMIC: HATE AND BIAS CRIMES

- ◆ Approximately 5,852 hate crime incidents were reported to the FBI in 1994. These reports came from more than 7,200 law enforcement agencies in 43 states and the District of Columbia.
- ◆ Sixty percent of the incidents were motivated by racial bias, 18% by religious bias, 12% by sexual orientation bias, and 11% by ethnicity/national origin bias.
- ◆ Eighty-four percent of the hate crimes involved only one victim. Fewer than 33%, however, involved only one victim and one offender.
- ◆ In 1992, 17 people were murdered in hate-related incidents. While bias against ethnic groups motivated fewer hate crime offenses, it resulted in the highest number of murders (eight of 17). Of the remaining nine, seven were motivated by racial bias, one by religious bias, and one by sexual-orientation bias.
- ◆ Fifty-three percent of the known offenders were Caucasian and 42% were African-American.
- ◆ Twenty-five percent of hate crimes in 1992 occurred in residences. Following closely were highways, roads, alleys, or streets accounting for 23%.

(The preceding data was derived from the Federal Bureau of Investigation Uniform Crime Reporting Program, "1992 Hate Crime Statistics," 1993, U.S. Department of Justice, Washington, D.C.)



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Restorative Justice/Restitution

WORDS TO KNOW

Restorative

Community Protection

Accountability

Restitution

Competency Development

Community Service

OBJECTIVES

At the end of this chapter, you should be able to:

- ◆ Explain the three parts of Restorative Justice
- ◆ Discuss the victim's role in Restorative Justice
- ◆ Understand the significance of Restitution

THINK ABOUT . . .



First of all, you must recognize that you will never be able to restore the victim(s) of your crime to the way they were before. Even if you tell them you're sorry; if you promise to mend your ways; if you replace the property that was damaged, destroyed, or taken; and if you get the treatment you need to become healthier, your victim(s) will never be able to totally rid themselves of the trauma of your victimization.

However, anything you can do to make it better for them will help them move toward healing. You can become accountable for your crime by making **restitution** -- replacing what you can or paying money to help with the bills the victim family now have because of your crime. That is the meaning of **restorative**. You are attempting to restore your victims to the way they were before, even though restoration will never be complete.

Restorative justice also includes you. What do you need to restore yourself to the best kind of person you can be? You may need to become competent at something other than criminal activity. What would you like that to be? Because of all you have experienced, total healing and recovery may not be possible for you either. But you can be better than you are.

The third component of Restorative Justice is doing something positive for your community. This can be very difficult if you return to the same neighborhood you lived in when you committed your

crime(s). It could be that, if you decide you want to continue being a criminal, the best thing you can do for your community is to be in prison! On the other hand, can you identify ways you can help make your home and neighborhood a safer and better place to live?.

Think of the crime you committed that resulted in your most recent conviction and answer these questions.

1. Describe the crime you committed in detail..

2. Who are the victims most directly effected by your crime?

3. If you damaged, destroyed or stole property, list it below.

4. If you injured anyone, do you know if they required medical treatment or hospitalization? If so, list the victims and what you know about their injuries.

5. Did you kill anyone? If so, list them and beside each one, write "At least \$2000," which is the minimal expense for a funeral and burial.

6. Do you think your victims were traumatized so much that they need professional counseling? If so, list the ones you think would be helped by counseling.

7. How much money do you think it would take to restore your victim to the place they were before the crime?

DEFINITIONS

Restorative Justice does not include the concept of punishment but, instead, focuses on making things better for the victim, the offender, and the community, including replacing what can be replaced and paying for what is needed by the victim. It can also mean meeting with the victim(s), if they would like to, to tell them you're sorry and that you now want to live a life free of crime. However, you must never say that to a victim unless you really mean it.

Community Service means going back to your community or another community to help make it a better and safer place. You are not paid for your services because you owe something back to your community in return for what you took from it.

Community Protection means being willing to be observed and supervised by probation and/or parole until they feel sure you are not going to repeat criminal acts. It may also mean that you are watched and supported by your family or others who want to help you begin a new crime-free life. These people will reinforce your progress and hold you accountable.

Competency Development means learning skills with which to become gainfully employed, learning to interact positively with the people around you, and showing you are capable of productive, competent behavior.

Restitution

The idea that an offender should attempt to repay his or her victim for the crime committed can be traced back to early historical times. The Code of Hammuraburi is considered one of the first known attempts to establish a written code of conduct. The Hebrew law of Moses in the Old Testament of the Bible says:

If a man shall steal an ox or a sheep and kill it or sell it, he shall restore five oxen for an ox and four sheep for a sheep.

The concept of restitution continued throughout history. The legal system in England decided to distinguish between what an offender paid the victim and what he paid to the King (government). Eventually, all the money was awarded to the King.

With the development of the justice system in the United States, the same idea prevailed -- that criminal fines and penalties went primarily to the government. In order for a victim to collect money from an offender, a civil suit was required.

The introduction of modern restitution can be traced to allowing offenders to serve probation and have sentences suspended. By the late 1930's, the courts in at least eleven states were allowed to order restitution to be paid directly to the victim if the offender was not placed in prison (Frank, 1992). It was not until the last ten years, however, that restitution was again made prominent, not as punishment, but as a critical element in helping victims heal. On the federal level, the *Victim's Justice Act of 1995* requires federal judges to order restitution to victims of violence, property, fraud, consumer product tampering, and drug crimes. The states vary in restitution laws. Some

mandate restitution for violent crimes; others mandate it for property crimes. Still others require it only in juvenile crimes while the juvenile is on probation.

Types of Restitution

There are several ways of making restitution. For example, the **Earn-It** program, first created in Quincy, Massachusetts, is a restitution/employment program that places offenders who are ordered to pay restitution with local businesses who have agreed to participate. The offenders are paid a minimum wage and are allowed to keep 1/3 of their earnings, while the first 2/3 go to the victims.

- ◆ **Financial Restitution** is payment by the offender to his or her actual victim. The money is usually given to the probation officer who gives it to the victim.
- ◆ **Financial-Community Restitution** is payment by the offender to a Restitution Center or some other community agency that gives the money to a charity designated to help victims of crime. This type of restitution might be ordered if the victim cannot be located or does not want to be paid by the offender.
- ◆ **Individual Service** is service by the offender to his or her actual victim. This might include repairing damaged property or other services. Obviously, many victims would not be comfortable with the offender coming to or returning to their home. Therefore, it must be carefully mediated by a professional mediator.
- ◆ **Community Service** is sometimes referred to as "symbolic restitution" because the offender provides service for no pay to a charity who serves victims of his crime.

- ◆ ***State Crime Victim Compensation Fund.*** The funds are used to pay for costs incurred by victims including medical and funeral costs, counseling costs, lost wages, etc. The fund is perpetuated by offender fines.

THINK ABOUT...



In the space below, jot down some notes about how the concept of Restorative Justice could be applied to the crime you committed which got you this most recent conviction.

1. I would like to do this for my victim(s):

2. I would like to do this for myself:

3. I would like to do this for my community:

SUPPLEMENTAL RESOURCES

Use the following materials either as resources for yourself as a trainer or if you wish to expand the class materials.

THE VIOLENT EPIDEMIC: RESTORATIVE JUSTICE/RESTITUTION

- ◆ Crime victims in 1992 lost \$17.6 billion in direct costs. These costs included losses from property theft or damage, cash losses, medical expenses, and the amount of pay lost because of injury or activities related to the crimes evaluated in the National Crime Victimization Survey. (Klaus, 1994)

- ◆ Direct costs of alcohol-related crashes are estimated to be \$44 billion yearly. An additional \$90 billion is lost in quality of life due to these crashes. (Miller & Blincoe, 1994)

- ◆ Economic loss of some kind occurred in 71% of all personal crimes covered by the National Crime Victimization Survey. (Klaus, 1994)

- ◆ Property valued at \$15.6 billion was stolen in connection with all Crime Index offenses recorded by the FBI in 1994. (FBI, 1995)

- ◆ Crime-related injuries typically account for more than 700,000 days of hospitalization annually -- the equivalent of about 30% of the hospital days for traffic crash injuries and just over 1% of the days resulting from heart disease. (BJS, 1993).

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Children born with fetal alcohol syndrome are among the most tragic victims of alcohol and substance abuse. At the core of this problem has been the failure of the clinical research and public health communities to make a compelling argument for a larger investment of resources. The article outlines the concerns for public health and provides a list of interventions.

Hendricks, W., Holliday, M., Mobley, R. & Steinbrecher, K. (1994). High impact presentation and training skills: Proven techniques for captivating, motivating and inspiring. Shawnee Mission, KS: National Press Publications.

"High Impact...." is divided into three sections: 1) Controlling your fears, as well as how to outline and organize an effective presentation, 2) Focusing on the delivery and the importance of capturing and maintaining the attention of your audience and 3) developing your skills as a trainer.

Hepburn, J. (1994). The implications of contemporary feminist theories of development for the treatment of male victims of sexual abuse. Journal of Child Sexual Abuse, 3(4): 1-18.

The authors examine contemporary feminist theories and develop suggestions for treating the male sexual abuse survivor. The author notes that most males never report the crime or seek intervention because of the shame, embarrassment and guilt they experience due to the crime. Suggestions were provided to assist the male survivor heal those harmful emotions of guilt.

Johnson Institute. (1993, March). Student view. Minneapolis, MN.

Drug and alcohol use by high school students was examined. Parental attitudes were measured, as well as reasons students reported for using and abusing alcohol.

Jonas, A. R. (1983, May). Surviving a relative's murder. Psychology Today.

The author shares her thoughts and feelings concerning the healing process following the murder of her only sister. She states that in contrast to a "natural death" for the homicide survivor there is nothing natural about the loved one's death.

Kaufman, J. & Ziglar, E. (1989). The intergenerational transmission of child abuse. In Dante Cicchetti and Vicki Carlson (eds.), Child maltreatment: Theory and research on the causes and consequences of child abuse and neglect. New York: Cambridge University Press.

Past research indicated that adults who were subject to severe physical discipline as children are often violent toward their spouse and children as adults. Children reared in a household that finds abuse and neglect as acceptable forms of behavior typically carry that attitude with their own children, perpetuating the abusive cycle.

Kilpatrick, D. G., Seymour, A., & Boyle, J. (1991). American speaks out: Citizens attitudes about victims' rights and violence. Arlington, VA: National Victim Center.

Victim rights are an important topic to American citizens. This nationwide survey examined the effect of crime and fear of crime on the public; the public's rating of the performance of the various elements of the criminal justice system; and public opinion on some of the key issues related to victims' rights.

Klaus, P. A. (1994). The costs of crime to victims. Washington, D. C.: Bureau of Justice Statistics, U. S. Department of Justice.

The summary of the report provides dollar amounts for various types of crime. The cost includes both direct and indirect cost to the victim and society.

Koss, H., Gidycz, C. And Wisniewski, N. (1987). The scope of rape: Incidence and prevalence of sexual aggression and victimization in a national sample of higher education students, Journal of Consulting and Clinical Psychology, 55, 162-170.

Rape is prevalent among college co-eds, however few report the crime to campus or local police. Also examined were the attitudes of what is acceptable behavior between female and males.

Koss, M., Woodruff, W. And Koss, P. (1990). A criminological study: Statistics on sexual violence against women. Unpublished manuscript.

The study focused on the high incidence of violence against women. The study included all forms of crime against women, including: sexual assault, theft, car-jacking, homicides, and domestic violence.

Layton, C. (1975, June 18). He grew old there, now fears for life. Miami Herald, pp. D1-2.

The article discusses the impact of a robbery on an elderly man. One night of terror left a 94-year old Delaware farmer with a cruel decision...to live in fear of a prowler's return or leave his home of 73 years.

Leerhsen, C. (1981, April 12). Parents of slain children. Newsweek.

Article focuses on the Parents of Murdered Children organization and survivor group process.

Lewis, A. (1994). Fetal alcohol syndrome. Education Digest. 60(2): 72-74.

Although the impact of "crack babies" on special education classes has been receiving attention, fetal alcohol syndrome (FAS) is another prenatal condition that causes serious birth defects and permanent learning disabilities. The research of FAS and its effects is discussed in the article.

Lisak, D. (1994). The psychological impact of sexual abuse: Content analysis of interviews with male survivors. Journal of Traumatic Stress, 7(4): 525-548.

The author examines the psychological impact of sexual abuse on males survivors. Not surprising, the study found males view the crime in a much way than females. Males have the tendency to blame themselves more and experience much greater psychological stress due in part, that males are less likely to talk about the incident or receive any counseling. Therefore, complicating the healing process and allowing the development of other psychological maladies to take over.

Lord, J. H. (1987) No time for goodbyes. Ventura, CA.: Pathfinder Publishing of California.

Based on interviews with hundreds of family members of someone killed in a drunk driving crash, the author identified their specific concerns including the fact that the trauma was sudden and unexpected, violent, senseless, and brings with it significant justice concerns, financial stress, and faith and philosophy of life concerns.

Los Angeles Police Department. (1993). Security recommendations, Threat Management Unit.

Tips were outlined addressing what to do if someone feels they are in immediate danger. Preventative measures were also listed.

Magee, D. (1981, July 7). Bereaved parents. US Magazine.

The article focuses on the Hullingers who founded Parents of Murdered Children when their first-born daughter was murdered. Charlotte Hullinger regards POMC as a way for grieving parents to work through their grief and use it constructively.

Mercer, D. (August, 1995). Drunken driving victim impact panels: Victim outcomes. Paper presented at the American Psychological Association Convention. NY, NY.

Dr. Mercer provided her research results on "Drunken Driving Victim Impact Panels and victim outcomes. The encouraging results showing at the majority of individuals who speak on panels are gaining some mental health benefits and seem to have a more positive outlook on the future than those individuals who chose not to speak on panels.

Miller, T. R. & Blincoe, L. J. (1994). Incidence and cost of alcohol-involved crashes. Accident Analysis & Prevention, 26(5).

The costs and incident rates were examined in this report.

Myers, B. & MacFarlane, K. (). Incest: If you think the word is ugly, take a look at its effects., Unknown.

A closer look at the devastating effects of incest are told by the author. The author shares her tragic ordeal and what had to happen before someone took notice and helped her.

National Coalition Against Domestic Violence. (1993). Facts on domestic violence. (brochure), Washington, D.C.

This brochure was designed to provide information on the topic of domestic violence. It dispels the myths and educates on the realities of domestic violence. The brochure provides a list of things to do if someone is a victim of domestic violence.

National Center on Elder Abuse. (1995). Highlights of a National Study of Domestic Elder Abuse Reports. Washington, D.C.: Author.

Presents a summary of findings of a national study of domestic elder abuse reports conducted by the National Center on Elder Abuse in 1994.

National Crime Prevention Council. (1992). Talking with Youth About Prevention: A Teaching Guide for Law Enforcement and Others. Washington, D.C.: National Crime Prevention Council.

Extremely popular, hands-on guide for anyone working with youth in crime and drug prevention. Covers topics for ages 5 through 18. Each section contains background information, activities, sample materials, and resources. Includes prevention of vandalism, substance abuse, gangs, date rape, personal assault, hate violence, theft, and more. Fourteen sections covering grades K-12.

National Crime Prevention Council. (1992). _____, Washington, D.C.: National Prevention Council.

This reference was cited without a full bibliography.

National Highway Traffic Safety Administration. (1995). Traffic safety facts 1994. National Center for Statistics & Analysis, Research & Development

This study presents a summary of Traffic Safety Facts for 1994.

National Highway Traffic Safety Administration and National Institute on Alcohol Abuse and Alcoholism. (1995). A guide to sentencing DUI offenders. Washington, D.C.

This report addresses the chronic problem of repeat drunk driving offenders. The report provides suggestions, as well as an outline to follow when a repeat drunk driver is facing yet another conviction and sentence.

National Institute of Justice. (1993). Drug use forecasting: Annual report on adult arrestees: Drugs and crime in America's cities. Washington, D.C.

Data was collected on adult female booked arrestees collected from 20 sites during 1993. Findings include the percentage of female arrestees testing positive for cocaine was higher than the percentage testing positive for marijuana. In many of the cases, the rate of cocaine use was at least double the rate of marijuana use.

National Organization for Victim Assistance (1985, October). Survivors of homicide victims. Network Information Bulletin, 3 (3). Washington, D.C.: Author.

Information bulletin developed by the National Organization for Victim Assistance. The bulletin covers the following topics: survivors of homicide, common reactions to homicide, situational factors that affect the survivors' trauma, reconstructing a life, and assisting survivors in reconstructing their lives.

National Resource Center on Domestic Violence (1993). Crime in the U.S. 1993, Uniform Crime Reports. Washington, D.C.: U.S. Department of Justice.

This report presents a summary of findings of a national study of domestic violence compiled by the National Resource Center on Domestic Violence.

National Victim Center. (1992). Facts about rape in America. Arlington, VA: National Victim Center.

This report highlights the prevalence of spousal rape and why typically women do not report. It also provides a list of characteristics of spousal rapists.

National Victim Center. (February, 1993). INFOLINK materials: Helpful guide for victims of stalking.

A worksheet was developed providing tips for someone who feels they are being stalked. The list addresses telephone numbers to keep handy, keeping a suitcase packed for a quick departure if necessary, and what to do if your in immediate danger.

Nieto, M., Dunstan, R., & Koehler, G.A. (1994, October). Firearm-related violence in California: Incidence and economic costs. Sacramento: California State Research Bureau.

Specific to California firearm-related violence. Covers statistics and economic costs to victims, survivors, and the public.

Office for Victims of Crime. (1996). Report and recommendations on victims of gang violence (draft). Washington, D.C.: U. S. Department of Justice.

Gang violence is at epidemic proportions and rendering more and more victims. The recommendations in this report are to assist victims of gang violence without the threat of retaliation from the gang.

Ogawa, B. (1996). Multi-cultural issues. In National victim assistance academy text. Washington, D.C.: U.S. Department of Justice, Office for Victims of Crime.

Dr. Ogawa is an expert in the area of multi-cultural issues. He was a guest lecturer for the National Victim Assistance Academy. Two tenets emphasized: People are different; yet people are the same, be respectful and sensitive to the differences in people.

Oliver, A. (May, 1994). Loving on the edge. Essence Magazine.

The author writes about her life living with a drug dealer. She describes her boyfriend's logic and her need to save him. Eventually, he was killed before seeing the birth of his son.

Oswald, L.J. (1985). Eulogy to a friend. Victimology: An International Journal, 10.

Particularly powerful "eulogy" written by the author to remember her friend who was brutally murdered. The author expresses her struggle for "some justice".

Peoples, D. (1988). Presentation plus: David People's proven techniques. New York: John Wiley & Sons.

The author put together his own tried techniques for delivering a valuable training seminar.

Pike, R. (1994). Creating training techniques handbook: Tips tactics, & how-to's for delivering effective training. Minneapolis, MN: Lakewood Publications.

This handbook is useful for the individual who is just starting out in the training field. The handbook is informative and outlines all the necessary steps to deliver a valuable training seminar.

Pillemer, K., & Suito, J.J. (1992). Violence and violent feelings: what causes them among family caregivers? Journal of Gerontology, 47 (4), 5165-5172.

Authors present a conceptual framework for understanding two distinct but related phenomena: violent feelings and violent behaviors by family caregivers toward relatives with dementia.

Pryor, F. (1996). Training the trainer seminar. Shawnee Mission, KS: Pryor Resources, Inc.

This one-day seminar provided useful tips for preparing and delivering an impact training session. The training stressed the notion of knowing your audience and finding out what they need from you as their trainer.

Ramos G. (1988, July 20). Boy, 9, fatally shot near home in Venice: Attack linked to rivalry between gangs. Los Angeles Times.

The author covers the murder of a young boy who was caught in the cross-fire of rival gangs in his Venice neighborhood. The mother recalls that she told her son to stay away from areas frequented by gangs and he heeded her words only to be murdered in an area next to his family's back yard.

Randall, C. & Riley, E. (1995). Pattern of malformation in offspring of chronic alcoholic mothers. Alcohol Health & Research World. 19(1): 38-39.

The authors replicate an earlier study defining the symptoms of fetal alcohol syndrome. The implications of both the earlier study and the current are discussed. The authors are crediting the original study for their pioneering efforts addressing fetal alcohol syndrome.

Resnick, H.S., Kilpatrick, D.G., Dansky, B.S., & Best, C.L. (in press). Presence of civilian trauma and post-traumatic stress disorder in a representative national sample of women. Journal of Counseling and Clinical Psychology.

Post-traumatic stress disorder is common among victims experiencing a traumatic event outside the realm of the military. The study focused on women and what symptoms of PTSD many were experiencing.

Roberson, _____. (1994). Chicago department gang crime section: Street gangs. Chicago: Office of the Mayor.

This report highlighted the problems and suggestions to the combat gang crime in the streets of Chicago.

Ross, S. (1994). Risk of physical abuse to children of spouse abusing parents. Durham, NH: Family Research Laboratory and Department of Sociology and University of New Hampshire.

This study focused on the likelihood of children being abused if the parents abuse each other. Unfortunately, the study found that there is a greater likelihood of a child being abused in the home if one or both of the parents is physically abusive than a child in a home where neither parent was abusive to each other.

Roth, S., & Newman, E. (1991). The process of coping with sexual trauma. Journal of Traumatic Stress.

This paper presents a conceptual system that characterizes the coping process of recovery from

sexual trauma. Clinical examples of the use of the system is presented from a psychotherapy group for female incest survivors, and the system's preliminary reliability results in measuring the coping process.

Russell, D. (1990). Rape in marriage. (rev. ed.). Bloomington, IN: Indiana University Press.

The topic of rape in marriage was thoroughly examined. The prevalence of the crime and the number of women who fail to report was discussed. The author stressed the importance of reporting the crime and sending a clear message to the spouse that that kind of behavior is not acceptable and will not be tolerated.

Ryan, G. (1993). Drinking and driving can tear your life apart. Office of the Secretary of State, State of Illinois.

This handbook highlights the specific problems drunk driving causes in the state of Illinois. The offender and victim perspectives are thoroughly discussed, as well as tips on having a non-alcoholic party and what to do if you spot a drunk driver on the highway.

Saar, J. (1975, March 2). Check thieves prey on sick and aged. The Washington Post.

This article discusses the impact of the theft of social security checks on the elderly and disabled. The article stresses that any delay in the arrival of the check leaves victims flat broke and facing imminent destitution.

Sautter, C. (1992, November). Crack: Healing the Children. Phi Delta Kappan.

The author discusses how the schools and public welfare system have failed to help drug-damaged children. The article addresses the social epidemic, the damage to the children and suggestions for a special education mandate requiring schools to provide free and appropriate public education to children with disabilities.

Schneider, E. (1990). Legal report efforts for battered women.

This report outlines the necessary steps a battered women can take to protect herself in the future.

Shaver, R. (1994). Victim impact education curriculum for driving under the influence. MADD, Pennsylvania State.

This workbook was designed by MADD, Pennsylvania State. The curriculum is utilized for convicted DUI offenders as a component of their sentence. The workbook covers both the victim and offender perspectives.

Simons, R. L., & Wu, C., & Johnson, C., & Conger, R. (1995). A test of various perspectives on the intergenerational transmission of domestic violence. Criminology.

Past research indicates that adults who were subject to severe physical discipline as children are

often violent toward their spouse and children as adults. This association is usually attributed to modeling or the learning of attitudes that legitimate hitting family members. Using four waves of data from a sample of Midwestern families, this study found only limited support for these explanations.

Snyder, H.N. & Sickmund, M. (1995a). Juvenile offenders and victims: A national report. Washington, D.C.: Office of Juvenile Justice and Delinquency Prevention.

The material presented in this report represents the most current and reliable information available in the fall of 1994 on juvenile offending and victimization and the juvenile justice system.

Snyder, H.N. & Sickmund, M. (1995b). Juvenile offenders and victims: A focus on violence. Washington D.C.: Office of Juvenile Justice and Delinquency Prevention.

This OJJDP Statistics Summary has sections from the full report "juvenile Offenders and Victims: A National Report" that focus on violence by and against juveniles. The report shows that the proportion of violent crimes committed by juveniles is disproportionately high compared with their share of the U.S. population, and the number of these crimes is growing. Between 1988 and 1992, juvenile arrests for violent crime increased nearly 50%.

Sredl, H.J. & Chesney, C.J. (1992). Needs analysis course book and workshop. Amherst, MA: Human Resources Development Press, Inc.

The authors guide the reader step-by-step on how to conduct a needs analysis. Points discussed include, "what you may think you think may be entirely different than what you really need." The workbook help one discern needs from wants.

Stimson, N. (1991). How to write and prepare training materials. San Diego, CA: Pfeiffer & Co.

Writing and preparing training materials can be an arduous task to undertake. Stimson outlines the process and provides tips on making your training materials look attractive, yet user friendly.

Stoneall, L. (1991). How to write training materials. San Diego, CA: Pfeiffer & Co.

Training materials can be difficult to create. The author guides the reader through easy chapters outlining the necessary steps to make your training materials a worthwhile document.

Texas Department of Health. (1994). Date. Sexual Assault Prevention and Crisis Services, Austin, TX.

Date, describes what date rape is, who is the date rapist, tips on avoiding date rape, the role of alcohol and drugs in date rape, what can someone do to prevent date rape, and what should a survivor of date rape do. The brochure also includes helpful dating tips.

Timrots, A. & Snyder, E. (1994). Drug and crime facts, 1993. Bureau of Justice Statistics, U.S. Department of Justice. Washington, D.C.

This study highlights the violent epidemic of drug use, abuse and trafficking in the U. S.

Tuttle, T. (1996, May). Party of three. When its for real it's no party. Sassy Magazine.

This article discusses the lives of three young people whose parents were killed by a drunk driver. The article describes the pain, frustration, financial hardship and other losses these children endure. The family insisted on staying together and the oldest child is rearing his two younger siblings.

U. S. Department of Health and Human Services, National Center on Child Abuse and Neglect. (1995). Child maltreatment 1993: Reports from the states to the national center on child abuse and neglect. Washington, D.C.: U. S. Government Printing Office.

Most reports of alleged child maltreatment were from professional, including educators, law enforcement, and justice officials. medical professionals, social service professional, and child care professionals. The data represents cases of child maltreatment that are known to child protective service agencies.

U.S. Department of Justice, Bureau of Justice Statistics. (1994). Violence against women: A national crime victimization report. Washington, D.C.: U.S. Department of Justice.

This national report is a summary of findings of violence against women. The national crime victimization report includes all crimes against women in the statistical outcome.

U.S. Department of Justice, Bureau of Justice Statistics (1994, November). Domestic violence: Violence between intimates. Bureau of Justice Statistics Selected Findings. Washington, D.C.: U.S. Department of Justice, Federal Bureau of Investigation.

Violence between intimates is difficult to measure; it often occurs in private, and victims are often reluctant to report to anyone because of shame or reprisal. Most violence between intimates is assault. The remainder were rapes and robberies, which may have involved assault.

U.S. Department of Justice, Federal Bureau of Investigation (1993). FBI Uniform Crime Reports. Washington D.C.: U.S. Government Printing Office.

This is a summary of all crime committed in the nation compiled by the FBI for statistical purposes.

Walker, L. & Fleming, J. (). The Battered Woman. -----

This book was one of the pioneering efforts addressing domestic violence. The book has a wonderful section outlining the personality traits of abusers, as well as the personality traits of typical victims.

Webster, D.W., Caulk, C.P., Teret, S.P., & Wintemute, G.J. (1991, Spring). **Reducing firearm injuries. Issues in Science and Technology.**

This recent research investigating the link between deaths and the availability of firearms suggests that guns now constitute a public health crisis.

Vogler, R. & Bartz, W. (1992). **Teenagers & alcohol: When saying no isn't enough.** The Charles Press, Philadelphia.

This book is written for both the young and adult reader. The authors identify the signs of early drinking activity and teach adults the best way to approach young drinkers. They present useful strategies to help teens deal with the typical drinking scenarios. The authors also address parents of preteens to help them prepare their children to make wise and informed decisions about alcohol before it becomes a problem.

Yu, W. (1993, January 1). **Face to face eleven years after the shooting, a reconciliation. Albany Times Union, pp. C1, C6.**

The article focuses on the reconciliation between a victim and the offender who pumped a bullet into his body and changed his life forever. Eleven years after the crime, the two meet face to face in a correctional facility in New York.

_____. (). **Accountability in disposition for juvenile drug offenders.** U.S. Department of Justice, Office of Justice Programs, Bureau of Justice Assistance.

This monograph discusses the various broader areas of accountability than the usual emphasis on paying monetary restitution victims. Focuses were conducted nationwide and the paper is a summary of the suggested alternatives to traditional sanctions.

_____. (1993). **A guide to research on family violence. Compilation of notes from courts and communities: Confronting violence in the family.** State Justice Institute Conference, San Francisco 3/93.

This worksheet provided statistics on "Children in Violent Homes." Children in violent homes face dual threats: the threat of witnessing traumatic events, and the threat of physical assault.

_____. (1995). **Domestic violence: A four part series.** National Woman Abuse Project, The Women's Haven and The Women's Shelter, Fort Worth, TX.

This four part series covers the cycle of domestic violence, from the honeymoon phase to the tension-building phase to the explosive behavior phase. It provides a thorough explanation of each phase and suggestions for those finding themselves in the cycle of violence.

_____. (1991). **Domestic violence for health care providers,** 3rd Edition, Colorado Domestic Violence Coalition.

This article points out the importance of health care providers examine women who seek medical attention for the possibility of domestic violence. This would take the burden off of the victim

in reporting to the police and allow a third party to contact the police initially. The health care providers can also provide resource information to the victim while they are being treated for their injuries.

_____. (1996, Spring). Driving under the influence. A \$14,000 decision. MADDvocate Magazine, Vol 9(1).

The article outlines the costs of a drunk driving crash. Included in the costs are: Towing, storage fee, defense attorney, fine, court costs, and the service fee for processing the paperwork. Then the article outlines the substantial rise for insurance coverage after a drunk driving offense.

_____. (1990). Federal hate crime statistics act of 1990.

Hate crime statistics were federal mandated in 1990 to be recorded statistical purposes.

_____. (1994). Focus on the future: Effective service delivery to victims of bias-motivated crimes. U.S. Department of Justice, Office for Victims of Crime.

Report addressing the special needs of those who are the victims of bias-motivated crime. Suggestions and recommendations were made for service delivery personnel.

_____ (). Los Angeles Commission on Assaults Against Women.

This article provided a quiz addressing the myths and realities of domestic violence. The authors found that society in general did not fully understand the trauma, pain, and psychological damage domestic violence causes. The quiz was an attempt to dispel the myths people believe about domestic violence situations.

_____. (1994). National bias crime training for law enforcement and victim assistance: A guide for training instructors. (Grant no. 92DD-CX-K030), Education Development Center, Inc. Boston, MA.

Under a grant, the Massachusetts Criminal Justice Training Council received a grant from the Department of Justice, Office for Victims of Crime to develop a bias-crime training guide for law enforcement and victim assistance personnel.

_____. (1993). National Coalition Against Domestic Violence, Denver, CO.

This article outlined the predictors of domestic violence. The list includes questions to ask, if you think someone has the potential to be violent in a domestic situation. The article also gave a list of why women stay in battering relationships.

_____ (). Presenter's Manual. When the good times go bad: Teenage dating violence. Turning Point and The Columbus Service League, P.O. Box 103, Columbus, IN 47202.

This manual accompanying the video, addresses the teen dating violence epidemic. Topics covered include sex roles and stereotypes in relationships, as well as peer pressure. The manual

stresses importance of allowing people to freely choose the kind of person they want to be and also allow the person they are with to be the person they want to be.

_____ (). **Victim awareness: A comprehensive and integrated program.** Ohio Department of Youth Services.

This curriculum is utilized by the Ohio Department of Youth Services for their victim awareness program for offenders.







OPINION SURVEY

Please be honest and answer the questions completely. Do not put your name on this questionnaire. No one will know how you respond to the questions. This is NOT A TEST. There are no right or wrong answers.

I. The following scale consists of a number of words that describe different reactions to Victim Impact Classes/Panels. Read each item and then mark the degree of your reaction in the space next to that word.

1 = very slightly or not at all 2 = a little 3 = moderately 4 = quite a bit 5 = extremely

FOR EXAMPLE: If you are not at all interested in the Victim Impact Classes/Panels right now, then write the number 1 in the blank next to the word "Interested." If you feel extremely interested in the Victim Impact Classes/Panels right now, then write the number 5 next to the word "Interested."

<input type="text"/> Interested	<input type="text"/> Irritable	<input type="text"/> Distressed	<input type="text"/> Alert
<input type="text"/> Excited	<input type="text"/> Ashamed	<input type="text"/> Upset	<input type="text"/> Inspired
<input type="text"/> Strong	<input type="text"/> Nervous	<input type="text"/> Guilty	<input type="text"/> Determined
<input type="text"/> Scared	<input type="text"/> Attentive	<input type="text"/> Hostile	<input type="text"/> Jittery
<input type="text"/> Enthusiastic	<input type="text"/> Active	<input type="text"/> Proud	<input type="text"/> Afraid

ii. Please indicate the level of your agreement or disagreement with each statement below. Please mark only one answer with an X for each question or statement. FOR EXAMPLE:

EXAMPLE: Drinking and driving can cause damage to property, injure and even kill people.

<u> X </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>
strongly agree	moderately agree	neither agree nor disagree	moderately disagree	strongly disagree

1. Committing a crime will likely land you in jail.

<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>
strongly agree	moderately agree	neither agree nor disagree	moderately disagree	strongly disagree

2. Riding in a car with someone who has been drinking is dangerous.

<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>
strongly agree	moderately agree	neither agree nor disagree	moderately disagree	strongly disagree

3. It is ok to still have sex with someone if they first say yes and later say no.

<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>
strongly agree	moderately agree	neither agree nor disagree	moderately disagree	strongly disagree

4. It is ok to take someone's car if they are wealthy.

strongly
agree

moderately
agree

neither
agree nor
disagree

moderately
disagree

strongly
disagree

5. It is ok to spank a child on the bottom, with a belt, as a form of discipline.

strongly
agree

moderately
agree

neither
agree nor
disagree

moderately
disagree

strongly
disagree

6. Selling any illegal drug is dangerous.

strongly
agree

moderately
agree

neither
agree nor
disagree

moderately
disagree

strongly
disagree

7. Frustration and stress can cause you to physically hit someone you care about.

strongly
agree

moderately
agree

neither
agree nor
disagree

moderately
disagree

strongly
disagree

8. Damage to someone's property should not be considered a crime since insurance money covers the damage.

strongly
agree

moderately
agree

neither
agree nor
disagree

moderately
disagree

strongly
disagree

OPINION SURVEY

Please be honest and answer the questions completely. Do not put your name on this questionnaire. No one will know how you respond to the questions. This is NOT A TEST. There are no right or wrong answers.

I. The following scale consists of a number of words that describe different reactions to Victim Impact Classes/Panels. Read each item and then mark the degree of your reaction in the space next to that word as you did before. Indicate to what extent you feel about the Victim Impact Classes/Panels right now.

1 = very slightly or not at all 2 = a little 3 = moderately 4 = quite a bit 5 = extremely

___ Interested	___ Irritable	___ Distressed	___ Alert
___ Excited	___ Ashamed	___ Upset	___ Inspired
___ Strong	___ Nervous	___ Guilty	___ Determined
___ Scared	___ Attentive	___ Hostile	___ Jittery
___ Enthusiastic	___ Active	___ Proud	___ Afraid

II. As you did previously, please indicate the level of your agreement or disagreement with each statement below. Please mark only one answer with an X for each question or statement.

1. Committing a crime will likely land you in jail.

_____	_____	_____	_____	_____
strongly agree	moderately agree	neither agree nor disagree	moderately disagree	strongly disagree

2. Riding in a car with someone who has been drinking is dangerous.

_____	_____	_____	_____	_____
strongly agree	moderately agree	neither agree nor disagree	moderately disagree	strongly disagree

3. It is ok to still have sex with someone if they first say yes and later say no.

_____	_____	_____	_____	_____
strongly agree	moderately agree	neither agree nor disagree	moderately disagree	strongly disagree

4. It is ok to take someone's car if they are wealthy.

_____	_____	_____	_____	_____
strongly agree	moderately agree	neither agree nor disagree	moderately disagree	strongly disagree

5. It is ok to spank a child on the bottom, with a belt, as a form of discipline.

_____ strongly agree _____ moderately agree _____ neither agree nor disagree _____ moderately disagree _____ strongly disagree

6. Selling any illegal drug is dangerous.

_____ strongly agree _____ moderately agree _____ neither agree nor disagree _____ moderately disagree _____ strongly disagree

7. Frustration and stress can cause you to physically hit someone you care about.

_____ strongly agree _____ moderately agree _____ neither agree nor disagree _____ moderately disagree _____ strongly disagree

8. Damage to someone's property should not be considered a crime since insurance money often covers the damage.

_____ strongly agree _____ moderately agree _____ neither agree nor disagree _____ moderately disagree _____ strongly disagree

9. I would encourage someone to go to the police if something terrible happened.

_____ strongly agree _____ moderately agree _____ neither agree nor disagree _____ moderately disagree _____ strongly disagree

10. Are you: (circle one)

1. male 2. Female

11. Your age _____ (in years)

12. Please circle the highest level of education completed

1. grade school 4. trade school diploma 7. other _____
2. junior high 5. some college 8. no formal education
3. high school 6. 4 year degree

13. To the best of your knowledge, has any sibling(s) ever been convicted of the following crime(s) Please circle your response(s).

1. Child Abuse/Neglect 6. Drug Dealing
2. Robbery 7. Property Crime
3. Drunk Driving 8. Sexual Assault
4. Assault 9. Elder Abuse
5. Domestic Violence 10. Homicide







Attendee List

Name/Address

Cindy Jenkins
State of Tenn. Board of
Paroles
Parkway Towers, Ste. 1300
404 James Robertson Pkwy.
Nashville, TN 37243-0850
Ph: (615) 632-8116
Fax: (615) 741-5337
Pos: Parole Program
Specialist/Victim

Kimberly K. Allen
Washington State Dept. of
Corrections
P. O. Box 159
Ephrata, WA 98823
Ph: (509) 754-4626
Fax: (509) 754-3617
Pos: Community Corrections
Officer II

Elaine M. Ramsey
New York State Division for
Youth-Allen Residential Center
P. O. Box 18
South Kortright, NY 13842
Ph: (607) 538-9121
Fax: (607) 538-9509
Pos: Psychologist II

Brenda I. Davis
Roanoke Juvenile Detention
4345 Coyner Springs Rd.
Roanoke, VA 24012
Ph: (540) 977-1015
Pos: Acting Superintendent II

Frances Newton Washington
D.C. Superior Court
Social Service Division
409 E Street, NW Rm 202
Washington, DC 20001
Ph: (202) 508-1655
Fax: (202) 508-1965
Pos: Intern/Volunteer
Program Coordinator

Jean G. Roos
NYS-Division of Parole
151 W. 26th St.
New York, NY 10001
Ph: (212) 741-4040 X4122
Fax: (212) 741-4085
Pos: Senior Parole Officer

Gary W. Hook
New York State Division for
Youth
52 Washington St.
Rensselaer, NY 12144
Ph: (518) 486-5507
Fax: (518) 486-5543
Pos: Adolescent Sex Offender
Program Specialist

Marc Neithercutt
Calif. State Univ., Hayward
Dept. of Crim. Just. Adm.
CSUH
Hayward, CA 94542-3044
Ph: (510) 885-3203
Fax: (510) 885-3353
Pos: Professor

Derrell L. Doss
U. S. Probation Service ND/MS
P. O. Box 520
Oxford, MS 38655
Ph: (601) 234-2761
Fax: (601) 236-1458
Pos: U.S. Probation Officer

Star Hunter-Carter
Tacoma Community College at
the Washington Corrections
Center for Women
5900 South 12th St.
Tacoma, WA 98465
Ph: (206) 858-4228 X316
Fax: (206) 858-4282
Pos: Life Skills Instructor

Carolyn Anderson
Third District Juvenile Court
1750 West 4160 South, Ste 200
West Valley City, UT 84119
Ph: (801) 969-9904
Fax: (801) 964-9078
Pos: Sr. Probation Officer/
Program Specialist

DeWitt A. Hoard
San Francisco Dept. of Public
Health/Special Programs for
Youth/SF Youth Guidance Center
and Log Cabin Ranch
P. O. Box 220
La Honda, CA 94020
Ph: (415) 747-0257
Fax: (415) 747-0631
Pos: Psychiatric Social Worker

Mitsi Westendorff
United States Probation Office
900 Congress, Ste. 300
Austin, TX 78701
Ph: (512) 916-5761 X242
Fax: (512) 916-5766
Pos: United States Probation
Officer

Williamette S. Gallagher
U. S. Probation and Parole
530 U.S. Courthouse
100 Centennial Mall North
Lincoln, NE 68508
Ph: (402) 537-5223
Fax: (402) 437-5654
Pos: Sr. U. S. Probation
Officer/Home Confinement
Specialist

James W. Smith, III
Department of Corrections,
Pennsylvania
S.C.I. Camp Hill
P. O. Box 8837
Camp Hill, PA 17001
Ph: (717) 737-4531 X4334
Pos: Facility Chaplaincy
Program Director

Debra Paul
PA Department of Corrections
SCI-Camp Hill
PO Box 8837
Camp Hill, PA 17001
Ph: (717) 737-4531 X4334
Pos: Corrections Counselor 2

Audry S. Liao
Albion Correctional Facility
3595 State School Rd.
Albion, NY 14411
Ph: (716) 589-5511
Pos: Social Worker II

Kay Crockett
Missouri Department of
Corrections/Probation & Parole
2729 Plaza Drive
Jefferson City, MO 65109
Ph: (573) 526-6516
Fax: (573) 751-4409
Pos: Victim Services
Coordinator

Ana Torrez Aguirre
Texas Juvenile Probation
Commission
P. O. Box 13547
Austin, TX 78711
Ph: (512) 443-2001
Fax: (512) 440-7177
Pos: Training Specialist IV

Susie Leavell
Department of Corrections
Reynolds Work Release
410 4th Ave.
Seattle, WA 98104
Ph: (206) 340-4560
Fax: (206) 389-2109
Pos: Community Corrections
Officer III

Cynthia Weber
Tillamook County Community
Corrections
2108 Fourth St.
Tillamook, OR 97141
Ph: (503) 842-8871
Fax: (503) 842-8086
Pos: Parole and Probation
Officer

Beth Carlson
Minnesota Correctional
Facility-Shakopee
1010 West 6th Ave.
Shakopee MN 55379
Ph: (612) 496-4495
Fax: (612) 496-4497
Pos: Corrections Supervisor

Susan Murray
California Department of
Corrections, Victim Services
Program
1940 Alabama Ave.
Rancho Cordova, CA 95670
Ph: (916) 358-2197
Fax: (916) 358-2199
Pos: Staff Services Manager I

Raphael "Ray" Ramirez
Texas Dept. of Criminal
Justice
Community Justice Assistance
Division
209 West 14th St., Ste. 400
Austin, TX 78701
Ph: (512) 305-9394
Fax: (512) 305-9303
Pos: Victim
Coordinator/Ombudsman
Supervisor

Renee R. Space
Manito, Inc.
601 Madison Ave.
York, PA 17404
Ph: (717) 848-3224
Fax: (717) 843-8586
Pos: Family Therapist/
Clinical Coordinator

Daniel Thomas
Gainesville Regional Youth
Detention Center
1255 Vine Street
Gainesville, GA 30501
Ph: (770) 535-5465
Fax: (770) 535-6968
Pos: RYDC Director

Robert L. Brooks
Southeastern Community College
P. O. Box 151
Whiteville, NC 28472
Ph: (910) 642-7141
Fax: (910) 642-5658
Pos: Evening Director

Mary Ann Fullman
Dept. of Corrections
125 N.W. Chehalis Ave.
Chehalis, WA 98532
Ph: (360) 748-2185
Fax: (360) 748-2451
Pos: Acting Supervisor

Charles D. Doan
Ohio Law Enforcement Training
Center
P. O. Box 561 - 13493 E. Main
Reynoldsburg, OH 43068
Ph: (614) 927-0040
Fax: (614) 927-0050
Pos: Director, Advanced
Training

Missy K. Kolbe
Washington State Dept. of
Corrections
1107 SW Grady Way, Ste 101
Renton, Washington 98055
Ph: (206) 277-7200
Fax: (206) 277-7192
Pos: Community Corrections
Officer II/Victim
Awareness
Facilitator/Safety
Officer

Eric L. Joyner
Dept. of Corrections
P. O. Box 250
Draper, UT 84020
Ph: (801) 576-7260
Fax: (801) 571-4260
Pos: Correctional Ethnic
Minority Resource
Officer

Ed Minardo
Orleans Correctional Facility
NY State Dept. of Corr.
35-31 Gaines Basin Rd.
Albion, NY 14411
Ph: (716) 589-6820
Fax: (716) 589-6835
Pos: Senior Corrections
Counselor

Thomas R. Mitchell
New York State Division for
Youth
MacCormick Secure Center
300 South Road
Brooktondale, NY 14817
Ph: (607) 539-7121
Fax: (607) 539-6588
Pos: Youth Division Counselor

Mrs. Talley K. Cunningham
Recovery Services Department
Correctional Reception Center
P. O. Box 300
Orient, OH 43146
Ph: (614) 877-2441 X423
Fax: (614) 877-3853
Pos: Recovery Services
Coordinator

Adrian Navarro
Multnomah County Juvenile
Justice Dept.
4420 S.E. 64th
Portland Oregon 97206
Ph: (503) 248-5061 X27
Fax: (503) 248-3115
Pos: Lead Juvenile Court
Counselor

Elsie M. Garland
Multnomah County Juvenile
Justice Dept.
4420 S.E. 64th
Portland, OR 97206
Ph: (503) 248-5061 X23
Fax: (503) 248-3115
Pos: Juvenile Court Counselor
-Field Probation

Linda Moore
Minnesota Correctional
Facility
1010 W. Sixth Ave
Shakopee, MN 55379
Ph: (612) 496-4455
Operations Assistant

Charles E. Polk
Georgia Board of Pardons and
Paroles
c/o GPSTC
1000 Indian Springs Dr.
Forsyth, GA 31029
Ph: (912) 993-4650
Fax: (912) 993-4256
Pos: Public Safety Training
Manager

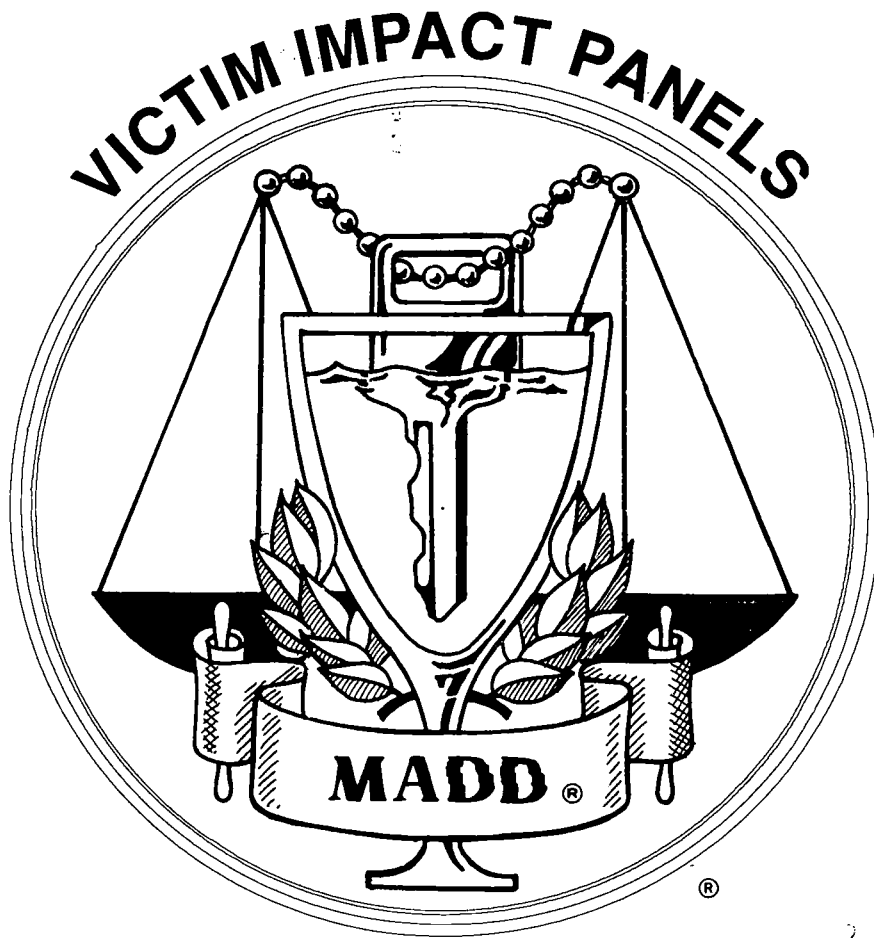




APPENDIX







A CREATIVE SENTENCING OPPORTUNITY



VICTIM IMPACT PANELS

A CREATIVE SENTENCING OPPORTUNITY

By
Janice Harris Lord

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Judges, court administrators, and victims of drunk driving crashes have implemented over 200 Victim Impact Panels throughout the last few years, and without their trail blazing, we would not have gained the confidence to advocate this program nation-wide.

At the risk of omitting many who should be mentioned, a few of the pioneers are acknowledged here. We are very grateful to Judge David Admire of King County, Washington, who, along with Shirley Anderson, whose son, Mark, was killed by a drunk driver, initiated the first panels on the West Coast. Their booklet, "The Offender Meets the Victim: A New Approach to Drunk Driving," has helped countless communities with their panels. Shirley has been an inspiration as she continues to consult those interested in starting programs. Ann Donaca and Carole Satterfield - McLeod in Washington County, Oregon; Lt. Wayne Smith of the Clackamas County, Oregon Sheriff's Office along with Connie Strangefield, Sandra Gillum, and Sharon O'Shea; Kathy DePeri in Orange County, California; and Trish Drum in Ventura County, California have contributed so much . . . and we thank them. Their work has been a strong influence in the writing of this booklet, but many others have contributed to our excitement about the program. We are grateful to them all.

THE PROBLEM

- More drunk drivers enter the criminal justice system than any other type of offender.
- In many jurisdictions, jail time for first offenders, while statutorily allowed, is not possible. Jail and prison crowding is a major problem in nearly every state.
- Drunk driving offenders comprise the largest category of probationers in most jurisdictions.
- Very few criminal justice programs offer a meaningful approach to combat drunk driving except for those offenders who are deemed to be alcoholic and in need of treatment.
- Millions of drunk drivers have passed through “DWI Schools” in the last decade. Many say it made no difference in their drinking and driving behavior.
- Drunk driving offenders continue to injure and kill at a rate of about 22,000 deaths and 350,000 injuries every year.
- Traditionally, both injured victims and families of those killed by drunk drivers have been excluded from the judicial process. This exclusion has prolonged their grieving period, hindered their ability to carry on productive lives, and caused them to question the accountability of the American Judicial System.

Sources:

Report to the Nation on Crime and Justice,
U.S. Department of Justice, Bureau of Justice
Statistics, 1988

Drunk Driving Facts. National Highway Traffic
Safety Administration, 1990.

Crime in the United States - 1986 FBI Uniform
Crime Reports

RESEARCH ON IMPAIRED DRIVING SANCTIONS

Research on the effectiveness of traditional drunk driving offender programs has revealed disappointing outcomes. A 1988 Bureau of Justice Statistics Special Report on Drunk Driving stated that nearly half of all inmates in jail for DWI had previously been involved in an alcohol treatment program, and that 1 in 11 was in treatment at the time of the arrest for DWI. Almost all of the carefully executed evaluation studies of DWI treatment programs have shown that problem drinkers or moderate drinkers exposed to rehabilitation programs have the same re-arrest rates as problem drinkers or moderate drinkers not exposed to rehabilitation. (Jacobs, J.B. In: *Drunk Driving: An American Dilemma. Rehabilitating the Offender*. University of Chicago Press, Chicago, 1989.)

The NHTSA-sponsored Comprehensive Driving Under the Influence Project in Sacramento, California was considered by many to be the best-planned, best-executed, and best-evaluated of the treatment experiments. More than 3000 DUI offenders were randomly assigned to (1) a four-session educational program, (2) a take-home study course, or (3) a no-treatment control group. When rearrest for DWI or reckless driving was used as the dependent variable, there were no significant differences between any of the groups. (Michelson, L. In: *Journal of Studies on Alcohol: The effectiveness of an alcohol safety school in reducing recidivism of drinking drivers*. 40:11:1060-1064, 1979.)

A more recent evaluation study reached the same conclusion. DWI offenders with no previous record were randomly assigned to four groups: (1) Control group - no treatment, (2) drinking/driving school, (3) drinking/driving school and one and one-half hours of group therapy (for problem drinkers), or (4) probation supervision, drinking/driving school, and group therapy. Each subject was followed for a minimum of two years after court referral. Holden found that the social drinkers in the control group (no treatment) had the lowest rearrest rate! The effects of each factor on recidivism were non-significant. Thus neither probation nor education had a demonstrable rehabilitation effect. (Holden, R. In: *Journal of Research in Crime and Delinquency: Rehabilitation sanction for drunk driving: An experimental evaluation*. 20:55-72, 1983.)

Harvey A. Siegel, Ph.D. of the Substance Abuse Intervention Program at Wright State University School of Medicine in Ohio has developed a popular Weekend Intervention Program (WIP). It is not a treatment program in itself but offers a weekend of identification of problem drinkers from social drinkers, evaluation of the likelihood of change, and assignment of various treatment programs. Like other studies of recidivism the WIP

research found that repeat offenders consistently did worse than first-time offenders. The WIP offenders did better than those assigned to jail or suspended sentences with a fine, but only at the .08 level - thus, statistically non-significant. (Seigel, H.A. In: Noordzij, P.C. & Roszbach, R. (eds) *Alcohol, Drugs, and Public Safety. A successful technique for repeat offenders: a report of an evaluation.* Elsevier Science Publishers, pp 567-570, 1987.)

One more promising study found that second offenders required to enter a fourteen-day residential alcoholism treatment program had a 10% re-arrest rate for drunk driving during the following two years as contrasted with a 20% re-arrest rate for those required to spend 7 days in jail (McCarty, D., Argerion, M., In: *Journal of Studies of Alcoholism.* Re-arrest following residential treatment for repeat offender drunken drivers. 49 (1): 1-6, 1988.)

A study of VA Medical Center in Philadelphia compared outcomes of 87 men chosen at random for outpatient detoxification with 77 who were hospitalized for detoxification. The hospital program included counseling, AA meetings, and social therapy. About 60% of each group enrolled in a long-term rehabilitation program. After six months, there was no significant differences of any kind between the two groups. Slightly more than half in each group remained abstinent. (Hayashida, M. et. al. In: *New England Journal of Medicine.* Comparative effectiveness and costs of inpatient and outpatient detoxification of patients with mild to moderate alcohol withdrawal syndrome. 305:3568-365, 1989.)

The 1983 Presidential Commission on Drunk Driving objected to diversion programs on the ground that they delay both the disposition of the criminal case and license restrictions, and that their effectiveness cannot be demonstrated.

As Robert Borkenstein, Center for Studies of Law in Action in Indiana University states (Borkenstein, R.F. In: Noordzig, P.C. & Roszbach, R. (eds) *alcohol, Drugs and Public Safety.* An historical survey of alcohol, drugs and traffic safety — research highlights. Elsevier Science Publishers pp. 51-60, 1987):

To decrease the role of alcohol in traffic crashes, new ideas are required. We seem to have nearly exhausted the effectiveness of those that exist. As we develop new ideas, we must be sure they are inspired, not simply clusters of fading impressions. As Frances Bacon said, "He who does not seek new remedies can expect new evils, for time is the greatest innovator."

VICTIM IMPACT PANELS

Mothers Against Drunk Driving believes that drunk drivers and potential drunk drivers need to hear what happens to the victims of drunk driving crashes. MADD has never intended that Victim Impact Panels replace conventional sanctions which are effective. They are offered to enhance and supplement such programs by placing offenders face to face with real people whose lives have been permanently changed by someone who chose to drink and drive.

MADD chapters or other victim groups select a panel of three or four victims to speak briefly about the drunk driving crashes in which they were injured or in which a loved one was killed, and what it has meant to them. They do not blame or judge those who attend the panel. They simply tell their stories and how their lives and families have been affected by the crash. A Victim Impact Panel Coordinator moderates the panel to monitor time, etc. Victims never speak to groups in which their own offender is present. There is no interaction between victims and offenders during the Panel presentation, but question and answer periods may follow if the victims are willing.

Judges or probation officers require convicted drunk driving offenders to attend a Victim Impact Panel as an element of their sentences or diversion programs. Immediately after the sentence is pronounced, a court clerk informs the offender verbally and in writing of the date, time, and place of the Panel to be attended. A probation officer or other agent of the Court attends each Victim Impact Panel to monitor attendance. Offenders who fail to attend must return to court for appropriate sanction.

While intended as a first offender program, many judges are now ordering all drunk driving offenders, including felons who have killed or injured, to attend panels. Treatment programs, defensive driving schools, and youth programs have also included panels in their curriculums.

DRUNK DRIVING IMPACT PANELS (Offenders And Others As Panelists)

Offenders who are remorseful for what they did and are able to speak about how their crashes have changed their lives can be effective panelists. However, victims are generally resentful of offenders who attempt to make themselves heroes on panels.

If offenders, law enforcement officers, EMTs, or other persons personally affected by drunk driving are selected to speak on a panel, the panel should be called a DRUNK DRIVING IMPACT PANEL rather than a VICTIM IMPACT PANEL. In a MADD coordinated program, a majority of the panelists must be victims.

If an offender is utilized, the Panel Coordinator should conduct a screening interview to assess the remorse of the offender and to determine his or her potential as a speaker. Offenders will not be used on MADD panels unless the criminal case has been adjudicated and the offender has completed all facets of his or her sentence. This may be waived if it is made clear that the offender will in no way benefit from participation on the panel. This includes financial compensation, early probation, parole or prison release, or any other material gain from participation.

If the screening interview reveals that an offender may be appropriate, the offender should prepare a presentation and deliver it to the Panel Coordinator or to a group of Victim Panel members. If the Coordinator and other victims who will be co-presenting with the offender are comfortable with the presentation, the offender should then attend two panel presentations to assess his or her own comfort level before proceeding. MADD strongly suggests that offenders sign a commitment form similar to the one on the following page. Some programs use a judge as the Panel Coordinator when an offender presents.

Offenders and others should abide by the same guidelines for victim speakers as outlined on pages 20 and 21.

Statement from an offender who serves on the Multnomah County, Oregon panel:

“It fills a void in me. Everybody probably thinks they could never live with themselves if they killed somebody. But the facts remain that you are human and you have to go on with your life. This is an opportunity for me to help my community and also to help me inside to live with what I have done.”

SAMPLE OFFENDER AGREEMENT FORM

I UNDERSTAND AND AGREE THAT I WILL PARTICIPATE ON THIS PANEL ONLY IF AND AS LONG AS THE VICTIMS OF MY CRASH APPROVE OF MY PARTICIPATION.

I UNDERSTAND AND AGREE THAT MY PARTICIPATION IN THE DRUNK DRIVING IMPACT PANEL WILL NOT CONTRIBUTE TO MY "GOOD TIME" CREDIT AND WILL NOT BE CONSIDERED AT MY PAROLE HEARINGS.

I UNDERSTAND AND AGREE THAT MY PRESENTATION WILL NOT DEVIATE FROM THE WRITTEN INFORMATION I PROVIDED TO THE PANEL COORDINATOR.

I UNDERSTAND AND AGREE THAT THE PANEL COORDINATOR OR THE VICTIMS OF MY CRASH MAY TERMINATE MY PARTICIPATION IN THIS PROGRAM AT ANY TIME WITHOUT EXPLANATION.

SIGNATURE: _____

DATE: _____

WITNESS _____

WITNESS _____

WITNESS _____

NOTARY FROM STATE PRISON:

VICTIM IMPACT PANELS: VALUE FOR ATTENDING OFFENDERS

If the victims' stories are told in person from the heart, in neither a blaming nor accusatory way, they can:

- allow offenders, perhaps for the first time, to consider the pain and suffering drunk driving can cause to other people;
- help offenders move beyond being “stuck” in focusing on their own “bad luck;”
- serve as a first step in breaking down denial of alcoholics or those addicted to other drugs;
- imprint images of real people in offenders' minds which may replay when drinking and driving is again an option; and
- change behavior and save lives.

After the Victim Impact Panel presentation, each offender is asked to provide an anonymous written comment on what they have seen and heard. Comments from offenders, judges, attorneys, and correctional employees have been overwhelmingly positive. You will find some of them throughout this booklet.

VICTIM IMPACT PANELS: VALUE FOR PANEL MEMBERS

By giving words to their experiences and feelings, victims find that they don't feel as helpless as they felt when the crash first happened.

One of the most devastating components of drunk driving victimization is its randomness. Innocent victims of drunk driving crashes didn't ask for what happened to them. They certainly never expected it to happen to them . . . only to other people. Because it **did** happen to them, much of their old world view — that good things happen to good people and bad things happen to bad people — has been destroyed. They can feel helpless and powerless, almost expecting more bad things to happen to them.

If victims are not allowed to participate in the criminal justice system, and most aren't because they didn't witness the crime or were too injured to make credible witnesses, their sense of powerlessness is enhanced. They can become disillusioned with the criminal justice system when they realize that they are not needed — and sometimes not wanted — in it. Finding some degree of balance and justice in the criminal justice system may be all they have left.

By serving on a Victim Impact Panel, victims:

- find that the telling of their story lightens their personal pain which promotes their own healing process;
- experience something positive from a previously devastating event;
- believe that through telling their stories they may be preventing some other family from having to suffer a similar victimization.

Many panelists report that, while it is emotionally draining for them to relive and tell their stories, they are strengthened each time they do it. Some have said that participating on a panel helped them move from depression about the past to the present and the future, and begin to take charge of their lives once again.

Says Shirley Anderson, whose son, Mark, was killed by a drunk driver, *“At the end of our presentations, many offenders come up to shake our hands, apologize for what they did, or just hug us and cry. We have even had standing ovations — which I will never understand. Not everyone reacts that way, but most are affected. I know we are having a strong impact on these offenders. I believe our work will stop other mothers from losing their children. That alone makes it worthwhile.”*

Pat Keaton, whose daughter, Amy, was killed by a drunk driver, says, *“Speaking on the Victim Impact Panel has got to be one of the hardest things I’ve done as a volunteer in MADD. I sometimes ask myself why I put myself through it, and here is my answer. I do not want my daughter, Amy, and what happened to her, to be forgotten. I can’t have her back, but I do believe that by telling her story, I am making a difference for my three beautiful grandchildren so they can grow up and graduate and go to college and do the things Amy’s not going to do because of a drunk driver. When an offender walks up to me and says, ‘Thank you. I never stopped to think about what I was doing . . . I’ll never drink and drive again,’ then the pain is well worth it.”*

ORGANIZING A VICTIM IMPACT PANEL PROGRAM

CRIMINAL JUSTICE SYSTEM SUPPORT

The support of the Judiciary and/or Probation Department is critical to the implementation of the Victim Impact Panel Program. Ideally, several judges in a community will be concerned enough about drinking and driving to consider Victim Impact Panels. However, only one judge or Probation Department willing to implement the program is enough to begin. Once convinced of the effectiveness of the program, those involved will encourage their colleagues to follow suit. Simply inviting not-yet-participating officials to sit in on a Victim Impact Panel presentation has proven effective in many counties and municipalities.

Following are some statements from judges who have implemented the Victim Impact Panel Program.

One of my greatest frustrations as a judge is the difficulty in communicating to the DWI offender the enormous potential for tragedy that drinking and driving may precipitate.

Although the Victims Panel has not changed the behavior of all offenders, it has had a significant impact on some and affected most participants to varying degrees. The program does not replace treatment for the alcoholic, but it has helped many break through their denial. Participation does not relieve the offender of such statutory punishment as jail or a fine.

This program is designed to provide offenders with a very personal perspective on the agony inflicted upon innocent victims by drunk drivers. We hope that this perspective, so difficult to convey in the courtroom, may stop the offender from drinking and driving in the future.

David S. Admire, Judge
Northeast District Court
King County, Washington

Anticipation and excitement nearly consumed me when I learned that I could sit in and observe a panel presentation. The impact of the panel was devastating but inspirational. Through teared eyes and an ever-running nose, I could not help but be overcome by the awesome impact the panel had on its audience. This was not a sterile third recitation of facts or "you shouldn't oughtas", but a powerful first person glimpse of the devastating tragedies that have been wrought by unthinking drinking drivers.

Roy A. H. Rainey, Judge
Bremerton Municipal Court
Bremerton, Washington

The panels are extremely constructive and helpful to drunk drivers. Your program, in personalizing the offense of drunk driving, is in my view the most significant program that has been developed for dealing with drunk drivers.

Merton B. Tice, Judge
Seventh Judicial Circuit Court
Rapid City, South Dakota

The Victim Panel Program is a compelling experience which undoubtedly affects virtually all who are present.

Defendants who appear in Court are usually angry and defensive, and simply do not get the point that it is a disaster we are trying to prevent. The Victim Impact Panel makes offenders look at the consequences of irresponsible drinking and gives them a sobering opportunity to evaluate the staggering toll paid by us all.

Robert D. Burns, Presiding Judge
District Court of Oregon
County of Clackamas
Oregon City, Oregon

In Judicial Training Programs at the National Judicial College, we are including Victim Impact Panels as a viable sentencing alternative to combat the overwhelming problems of drunk driving.

Mark A. Schuering, Judge
Eighth Judicial Circuit
State of Illinois

In sentencing over 1000 DWI offenders, I have found nothing that is as consistently effective in reaching individuals as the "Victim's Panel." The honest to God communication and emotion that occurs during a victim's panel is something that an individual will carry in their soul for the rest of their life. Congratulations for your dedication to this life-saving program.

Allan H. Coon, Judge
County Circuit and District County
Josephine County, Oregon

Maybe this is a way of making sense of the loss of a loved one. I'm making it a standard part of my probation and I'm hoping other judges will too.

Stephen O. Rushing, Judge
Pinellas County, Florida

RESEARCH ON VICTIM-IMPACT PANELS

MADD has now implemented over 200 Victim Impact Panels, offered weekly in some communities and monthly or bi-monthly in others. All participating MADD chapters have required the completion of evaluation forms following each panel session. They have been overwhelmingly positive.

Also, more formal attitudinal and recidivism research has been conducted in some communities.

A study was done in March, 1990, in Dallas, Texas looking at offender attitudes as a pre- and post- panel measurement. Ninety-four offenders who attended panels between November, 1989 and March, 1990 were analyzed. Before attending a panel 87.1% stated they would continue to drink and drive or were undecided. Following the panel, 90% stated they would not drink and drive again.

A study was completed in 1989 in Washington County, Oregon from a randomly selected group of 90 offenders who had attended a Victim Impact Panel. Drunk driving recidivism was evaluated by driving record review one year after attendance at a panel. The recidivism rate of the group was 8.8% when compared to the general re-arrest rate of 40% - 45%.

A larger study was conducted in early 1990 in Clackamas County, Oregon comparing recidivism rates of 534 offenders who attended a Victim Impact Panel and 741 offenders who did not. The recidivism rate during the following year of the "non-panel" offenders was 3 times the rate of those who attended panels.

In Portage County, Ohio, 3026 individuals were arrested for drunk driving between January 1, 1990 and July 31, 1991 with approximately 30% being repeat offenders (at least one prior within 5 years). 346 first offenders within the same time frame heard Victim Impact Panels. The rearrest group so far for this group is 3% (twelve offenders).

STEERING COMMITTEE

After it has been determined that at least one judge or probation program will support the program, it is very important to establish a steering committee from all the constituencies to be involved. These might include:

Judges and their Court Clerks	Police Department
Probation Department	Sheriff's Department
Parole Department	Alcohol/Drug Rehabilitation Programs
Mothers Against Drunk Driving	Drunk Driving Task Force
Victim/Witness Directors of Prosecutor's Offices	Media*

*While the media is usually quite interested in covering the Victim Impact Panel Program, their presence might be an imposition on the victims and offenders present. We strongly recommend that, if the media is present, victims and offenders who wish not to be filmed, audio-taped, or interviewed be granted that right.

The potential audience for Victim Impact Panels may extend beyond the criminal justice system. Alcohol Treatment Programs, Driving Schools, public and private schools, and military bases have also requested the program. If so, representatives of those groups should be included on the Steering Committee.

OTHER VICTIM IMPACT PANEL OPTIONS

Following are comments from professionals outside the criminal justice system who utilize panels:

We have implemented the Victim Impact Panel into our treatment program here at the hospital. Several therapists, including myself, have sat in on the panels and find them helpful to the therapeutic process. We do not require our drunken drivers to attend, but about 90% of them do. I can't compliment enough the courage and honesty of the victims on the panels.

Greg Foker, Ph.D.
DePaul Lincoln Hospital
West Allen, Wisconsin

We spent the first hour and a half of my "Drugs and Society" course discussing your Victim Impact Panel which we heard last week. In a class of over 250 students, seldom is a professor able to generate much, if any, class dialogue. Not so this time! Students spoke from every section of the auditorium. At the end of class, I was struck with the feeling that, for many of the students, the panel presentations were possibly the most stirring, memorable, and instructive experience they will have at the University of Connecticut.

Robert S. Broadhead, Ph.D.
Department of Sociology
University of Connecticut

SITE SELECTION

The Steering Committee can best determine the site of the Victim Impact Panel presentations based on available space, how often panels will be offered, and the number accepted into each audience.

Some feel that offenders should return to the courtroom to remind them of the legal significance of their offense. It also precludes excuses of "not being able to find the location." Most courtrooms are vacant during the evening, can be utilized free of charge, and have a sound system. A table can be brought in for the panel's use.

Others feel that conducting the Panel in the courtroom puts offenders on the defensive and may hinder their ability to pay attention to the Panel. Likewise, the Mothers Against Drunk Driving office, a hospital, or a church may be inhibiting. If a courtroom is not used, a neutral site such as a comfortable room within the City or County Office Complex or a library may be preferred. In some communities in which only one panel per month is presented, use of a civic auditorium or high school or college auditorium may be donated. Large groups are fine as long as the sound system is adequate.

How often the Panel is offered depends upon the number of victims who are qualified and willing to participate. We recommend that no victim be asked to participate on a panel more than once per month. Therefore a pool of victims will be required if the panel is offered more frequently.

PROCEDURES / FORMS

1. Designate a Victim Impact Panel Coordinator. This is usually a person from MADD or another program who selects victims to participate on the panel. This person does not have to be a victim, but must be someone who understands that the needs of the victims must be uppermost as Panels are planned.
2. Designate the Court Clerk, Probation Office representative, or others who will verbally and in writing assign persons to attend the Victim Impact Panel.
3. The Coordinator will routinely inform those assigning attendees of the dates, times, and locations of Panels (preferably at **least** three months in advance) and the maximum number of attendees to be assigned from each participating group.
4. Develop a form to hand those required to attend (see sample following). The assigner keeps a copy, and a copy is forwarded to the Victim Impact Panel Coordinator. This allows the coordinator to be sure that a victim is not assigned to a Panel which is to be attended by his or her offending drunk driver.
5. Develop an Attendance Form for attendees to sign at the Panel presentation. Names are to be typed onto this form by each assigner and brought to the Panel by the individual(s) monitoring attendance. It is **not** the responsibility of the Victim Impact Panel Coordinator to monitor attendance. It is the responsibility of the Probation Officer or other agent who assigned the individual to attend. (See sample following) "No shows" must be reported the next day.

SAMPLE

**YOU HAVE BEEN SENTENCED TO ATTEND THE
VICTIM IMPACT PANEL FOR INTOXICATED DRIVERS**

NAME _____ D.O.B. _____ DL # _____

DATE _____

TIME _____

PLACE _____

ADDRESS _____

CITY/STATE _____

Rescheduling is NOT permitted except in case of extreme emergency.

In that case, call (Name and phone #) _____

- **THE PANEL WILL BEGIN PROMPTLY AT _____ P.M.**
- **IF YOU ARE LATE YOU WILL NOT BE ADMITTED**
- **FAILURE TO ATTEND WILL BE A VIOLATION OF YOUR PROBATION**
- **NO YOUNG CHILDREN WILL BE ALLOWED**
- **DRINKING OR ILLICIT DRUG USE PRIOR TO ATTENDANCE IS STRICTLY PROHIBITED**

Signature of Offender _____

Signature of Judge, Clerk or Probation Officer _____

BRING A \$5.00 FEE PAYABLE UPON ATTENDANCE

VICTIM IMPACT PANEL FOR INTOXICATED DRIVERS

Attendance Form

DATE: _____

	NAME	SIGNATURE <small>(to be signed upon arrival at VIP)</small>	PROBATION OFFICER	REFERING JUDGE	DATE OF BIRTH MO/DAYR	DRIVER'S LICENSE #
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						
11.						
12.						
13.						
14.						
15.						
16.						
17.						
18.						

FUNDING

Most Victim Impact Panel programs operate without the benefit of funding. The courts provide the paperwork and MADD or another victim group provides the Panel. Funding has, however, been made available in some cases by judicial discretion or by state statute.

- In Ada County, Idaho, convicted drunk driving offenders are ordered to attend a driving school and a Victim Impact Panel. Each offender is required to pay \$30.00 for this program, and 10% (\$3.00) of the fee goes to the Panel program.

- In Orlando, Florida, the Victim Impact Panel Program is a component of the Victim Awareness Program administered for drunk driving and multiple traffic offenders by the Central Florida Safety Council. Each attendee is charged \$10.00 with a portion donated to MADD by CFSC.

- In some states, funding for Victim Impact Panels are legislatively supported.

“In a county that has a victim impact program a court may require as a condition of a driving while under the influence of intoxicants diversion treatment that the defendant attend a “Victim Impact” treatment session. If the court requires attendance under this section, the court may require the defendant, as part of the diversion agreement, to pay a reasonable fee to the Victim Impact Program to offset the cost of the defendant’s participation. A court shall not order a defendant to pay a fee in excess of \$5.00 under this section.”

State of Oregon
Section 813.235 (1987)

In Oregon, these monies are used to pay mileage of panel members at \$.24 per mile, payment of a law enforcement officer to be present at each Panel, coffee and dessert for the Panel members after each presentation, and administrative costs such as printing, postage, and building rental. Massachusetts and Utah have similar statutory requirements.

VICTIM IMPACT PANELS ARE NOT A REVENUE PRODUCING PROGRAM OF MADD. THEREFORE, ANY COURT ORDERED FEES FOR THE PROGRAM MAY NOT BE PAID DIRECTLY TO MADD. THE AGENCY COLLECTING THE FEES MAY MAKE A DONATION OF A PORTION OF THE FEES TO MADD IF THEY CHOOSE TO DO SO.

SELECTION OF VICTIM SPEAKERS

Victims should be screened and selected to appear on a Victim Impact Panel based on two factors:

- Is the experience of speaking on a Panel expected to be more helpful than hurtful for them?
- Can they tell their story without blaming or accusing offenders?

Even though the criminal records of offenders are public, it is prudent for panelists to keep information about their offenders confidential. Victims are on the panel to talk about their own victimization, not about the drunk driver.

Victim Impact Panel Coordinators are encouraged to conduct a personal interview with any victim wishing to participate on the panel to assure that they are emotionally ready and appropriate for this experience. Victims should then be invited to observe at least one Panel program before they decide about participating. It is nice if the invitation comes from a current Panel member and that transportation is offered.

For liability reasons, offenders referred to by panelists as "drunk drivers" must, in fact, have been convicted of a drunk driving offense. Victims whose offenders were not convicted of such an offense must be cautious that their language reflects fact.

GUIDELINES FOR VICTIM SPEAKERS

Goals of the Victim Impact Panel Program are:

- To enhance the emotional healing of victims by offering an outlet to speak of their experience and to believe that the telling of their story may prevent others from experiencing a similar tragedy;
- To enable attendees to understand drunk driving from the victim perspective; and
- To imprint in the minds of attendees true stories, told from the heart, which might be recalled when a decision to drink and drive is again an option.

How the Victim Impact Panel works:

- Panel members, along with the Victim Impact Panel Coordinator, will be seated together, perhaps behind a table, at the front of the room. Casual, comfortable clothing is suggested.
- Most of the audience will be convicted drunk driving offenders ordered to attend the session. Others present may include judges, probation officers, law enforcement officers, and persons in alcohol treatment programs. The media may be present. If any Panel member has objections to the media's presence, inform the Coordinator who will protect your rights to privacy.
- The Coordinator will open the meeting and close it. He or she will briefly introduce each panelist after which he or she will speak for about **10 to 15** minutes.
- Victims are not expected to interact with attendees unless they choose to do so informally after the Panel presentation. In some settings with small audiences, a brief question and answer period may be appropriate if the Panel members choose.

PREPARATION TIPS FOR VICTIMS

DO:

- Tell what happened (what, when, how, who was killed or injured).
- Express how the death or injury has affected you (your marriage and family, your friends, your career, your life in general). It can be effective to describe a typical day now and how it is different from before.
- Use visual aids if they will enhance the telling of your story. Photos of you or your loved one before the crash, the death certificate or autopsy report or other mementos can be placed on a "story board" to be shown. Photos may also be passed through the audience (we suggest that you put them in a see-through folder for protection). If crash photos are shown, be *sure* that they do not include the bodies of victims.
- Speak from the heart, and don't worry if you become emotional. Genuine emotion (never contrived) is a great communicator. If you need to stop for a few seconds to regain your composure, simply say so.

DON'T

- Quote statistics.
- Express your opinions about the drunk driving movement or the criminal or civil justice systems.
- Talk about what you want to happen to the drunk driver.
- Blame or accuse those in your audience.
- Express anger or rage unless you also explain that beneath it is sadness and sorrow.

Simply tell your story . . . in no more than ten to fifteen minutes. It may be harder to tell than to write. Therefore, you might want to jot down notes to have before you in case you lose your train of thought. On the other hand, don't over-rehearse. Above all, don't read a prepared statement. After you've given the facts about the crash, talk about how you feel NOW — not yesterday or a week ago or when the crash happened. This will keep your story relevant and poignant and protect you from giving the same presentation over and over again. Speak what is true for you, and you can trust that it will be "right".

THE PANEL PRESENTATION

1. The coordinator should double-check the availability of the meeting room a few days in advance and be sure that all equipment (chairs, table for the Panel, table for registration of assigned attendees, sign in table for guests, microphones) is available. Arrange for boxes of tissues, a pitcher of water, and clear glasses to be on the panel table.
2. A law enforcement officer may be secured to stand at the registration table to assure that any offender who appears intoxicated is not allowed to enter, and to attend the presentation to handle any disturbances. Probation staff should handle registration, perhaps on a rotating basis, to assure that probation officers also have the opportunity to experience a panel.
3. The coordinator should open the room 30 minutes before the Panel is to begin. A probation officer or other officer of the Court should see that once offenders have signed in, they are not allowed to leave (or that note is taken of their departure). For large groups, several registration lines, each responsible for names starting with certain alphabetical letters, save time. If fees are collected, receipts should be available.
4. The coordinator should arrange for space apart from the offenders in which panelists may wait for the program to begin. This offers them the opportunity to meet each other informally and receive support if they are apprehensive.
5. Close the door before the program begins and announce the names of expected attendees who have not signed in. Post a sign on the door stating that no late-comers will be admitted. Include the phone numbers of those assigning attendance for rescheduling. Keep the door closed during the Panel presentation.
6. The Coordinator opens the program no more than five minutes past the announced hour and introduces each Panel member. It is suggested that the most dramatic presentations be given first and last, and that new panelists present between more seasoned panelists. The Coordinator can give a sign of some sort to each panelist when 2 minutes are left to finish their presentation.
7. At the end of the session, the Coordinator offers brief closing remarks and asks volunteers to distribute evaluation forms.
8. It is very helpful for the Panel and Steering Committee to meet informally after the program (preferably with refreshments) to debrief, review the evaluation forms, and support each other.
9. A procedure must be developed to assure that "no-shows" are reported as soon after the program as possible. In some counties, arrest warrants are issued.
10. Panelists need ongoing support and appreciation for what they are giving. Occasionally, videotape a presentation and then invite the panelists to an evening of critiquing each other. Plan an appreciation/recognition event for them . . . and be sure to include their families.

EVALUATION

Evaluations are important for at least three reasons:

- They encourage attendees to think about what the experience has meant to them and to make a written commitment about future drinking and driving.
- They enhance the program's effectiveness as possible suggestions are considered.
- They reinforce victims who need to know that what they have done made a difference.

In addition to the following informal evaluations, MADD strongly encourages judges and probation departments to follow the recidivism rates of those who attend the Impact Panel Program for an extended period of time.

A number of Impact Panel Programs ask only the following two questions on their evaluation form:

1. Please express your reaction to tonight's Panel presentation. What thoughts and feelings did you experience during the presentation?
2. As a result of tonight's presentation, do you plan to change your drinking and driving behavior? If "yes", how? If "no", why not?

Following are two additional sample evaluation forms.

EVALUATION

Date: _____

1. How do you feel about drunk driving laws in this state?

A.) Too lenient _____ B.) Fair _____ C.) Too tough _____

Your own comments: _____

2. Did you gain any insights from this presentation? Yes _____ No _____

If yes, please explain: _____

If no, how can it be improved? _____

3. Do you think others could benefit from this program? Yes _____ No _____

If yes, who would you recommend attend? _____

4. Had you considered these kinds of consequences to others, at the time of your offense? _____

5. What impact has this presentation had on your views about people driving under the influence of alcohol or other drugs? _____

Any additional comments you may have are welcome. _____

VICTIM IMPACT PANEL PRESENTATION

Comments and Feedback

Date: _____ Sex: Male Female

Age: Under 21 21-34 35-50 Over 50 Visitor

Driver's License # _____

Circle the Court/Judge who required you to attend this presentation:

County Criminal Courts:

CCC#1 - Coffey CCC#2 - Mitchell CCC#3 - Mills CCC#4 - Perez CCC#5 - Cook

CCC#6 - Adcock CCC#7 - Fender

Criminal District Courts:

#1 - Wilson #2 - Dauphinot #3 - Leonard #4 - Drago 297th - Young 213th - Kredell

1. How do you feel about the drunk driving laws and penalties in this state:

Too Lenient Adequate Too Tough

2. Did you deserve what you got for your offense? Yes No

3. Before your offense, did you consider the injuries or deaths that could result from drinking and driving?

No, Never

Sometimes, but I wasn't concerned or didn't think it would happen to me

Yes, I was aware of the harm I could cause, and still chose to drink and drive.

4. How has this presentation changed your attitude about drinking and driving?

(Check all that apply)

I am now more aware of the injuries and deaths I could cause by drinking and driving.

I will never drink and drive again.

I will not again let friends drink and drive.

I have not changed my attitude about drinking and driving.

5. Would you recommend this presentation to others? Yes No

If so, who? _____

Additional Comments: _____

STATEMENTS FROM OFFENDERS

"This presentation was pretty deep and went to the heart. I have a daughter myself who is only three years old and I know it would be hell not to have her on this earth. Thank you."

"How wrong I was!"

"I really like this program. I came as a visitor with my boyfriend. These programs affect people greatly. I know it did for my boyfriend. He would like to speak like that — hopefully someday he will."

"Stories by living people make a lot more impact than movies."

"Good presentation. I realize how difficult it was for these people to share their experience. I think this should be kept as part of the sentence/treatment. It brings a realism that few other programs can."

"Gut-wrenching — especially the story about the women and her two children. I'm a mother, and that's the kind of story I was afraid to hear about."

*"I believe a class like this should be mandatory before anyone should be able to get a drivers license. As sobering as this is, when you are confronted face to face with victims, I for one will **never** drink and drive."*

"I feel this panel will help people to understand how much damage is done by someone drinking and driving. By the grace of God, I've never had a DWI but I am a recovering alcoholic and addict and I have driven while drunk. I thank God that I never hurt anyone because of my addictions, and this panel has helped secure my sobriety. It was a painful but learning experience. Thank you very much."

"Very well done. This sort of program should be taken into the schools somehow at the Jr. High level. I'm glad I came with my husband who is a recovering alcoholic. We are recovering together, although I don't drive at all. Bless you all!"

"I can't express the words I feel. There is no excuse for what I did, but I promise you all that I will never drink and drive again as long as I live."

"The program really hit home base. The reality of the situation blew my mind. I feel that more of this kind of thing (victims panel) shouldn't be only for drunk driving offenders, but for the general public."

"It opened up my eyes. In a way I've never seen the possibilities of what could have happened to me. I was really touched by the presentations."

"Keep the class going. At first I didn't know what the class would be like, but I know a lot more than I ever thought I would learn in one hour."

"The stories tonight have touched me deeply. I'll never drink and drive again after seeing the pain those people have gone through."

"Remorse overcame me. Sorry is not good enough for the insensitive act I carried out. I am more determined than ever to never drive after drinking, even after half a drink. I'd like to come again. Thank you for sharing."

"I believe this is a very good program. Instead of trying to cram a bunch of statistics and garbage down our throats, we were shown the harsh reality in a personal way and left to draw our own conclusions."

A Letter

A young woman, after attending a Victim Impact Panel, wrote a letter of appreciation to her local newspaper. One of the victims on the panel responded with a supportive thank you letter to the young woman. The woman then wrote back:

"Thank you so much for writing me. As I read your letter to my husband, we both cried. My heart goes out to you now at holiday time.

I admire you all so much for what you are doing. I know that someday you will be reunited with your dear child and I hope you can take some comfort in that.

I feel so sad for everytime I drank and then drove a car. I never even stopped to consider what I was really doing until I had the opportunity to hear the Panel. I can't remember when I felt so broken inside. My life is changed because you and others had the courage to come let us feel your pain. Damn, I wish I could bring your little girl back. Please forgive me, but I have a daughter her age, and I just can't quit crying. Please keep up the good work. You are making a difference. I don't deserve your kindness."







™

Mothers Against Drunk Driving

P.O. Box 541688 • Dallas, Texas 75354-1688 • (214) 744-MADD

1-800-GET-MADD