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CRISIS IDENTIFICATION AND MANAGEMENT

A TRAINING MANUAL

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ACQUISITIONS

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FOREWORD

This manual is a curriculum for a 20-hour training program for police officers in crisis identification and management. The manual is a basic guideline for instructors. Trainers are encouraged to adapt and build from the manual according to local needs. The curriculum is divided into an introduction and four units as follows:

Introduction:		1 hour
Unit One.	<u>Victimology</u>	2 hours
Unit Two.	<u>Crisis Identification</u>	3 hours
Unit Three.	<u>Crisis Management</u> (including role playing)	10 hours
Unit Four.	<u>Coping with Cultural Differences</u> (including community panel)	4 hours

Each unit has sections for "Why," "What," and "How." These sections are printed on different colors.

The "Why" section answers the question: why is this unit relevant to the officer? It is suggested that the instructor discuss the "why" of each unit with the trainees prior to the lecture, so that the importance of the unit's content is recognized in relation to the officers' needs in practice.

The "What" section presents the content of the unit to be presented.

Each "What" section contains "Learning Goals" which describe the goals the trainees should achieve for each segment of the unit. Each

"Learning Goal" has one or more "Behavioral Objectives" which describe actions or behaviors which the trainees are expected to exhibit after instruction. Because these "Behavioral Objectives" are specific observable actions or behaviors, they can be measured or evaluated as an indication of the outcome of the training. Each "Learning Goal" is followed by a Lecture Review which covers the material necessary to accomplish the "Learning Goal" and "Behavioral Objectives".

Thus, the "What" section incorporates the material of what the instructor is to teach with the details of what the trainee is to learn.

The "How" section provides the suggested approach to teaching the content (i.e., what advance preparations are necessary; what handouts, what audio-visual aids; what techniques for lecture, for discussion, for role plays).

Trainers should read the entire curriculum and adapt the training program according to need, constraints, and resources.

Materials employed in this curriculum rely heavily on the literature of crises intervention (e.g. Morton Bard, et al).

INTRODUCTION

WHY

Why is training in crisis identification and management important for police? There are six central reasons, as follows:

1. The Police Role

Research indicates that police spend approximately 80 percent of their time dealing with people in crises: victims of crime, family disputes, landlord-tenant disputes, death notifications. See Bard, et al. The Function of the Police in Crisis Intervention and Conflict Management, L.E.A.A., 1975.

2. Improved Police Performance

There is evidence to support the fact that knowledge and skills in crisis identification and management assist the officer in handling other kinds of police work as well. Zacker and Bard, in Journal of Applied Psychology, 1973, present statistical data from the New York Police Department and several corroborating studies from other departments to demonstrate that officers with training in crisis identification and management improved significantly in such areas as arrest rates and clearance rates, over those officers who did not have such training.

3. Officer Safety

FBI and national police statistics indicate that 66 percent of all officer deaths and injuries sustained in the line of duty occur in the management of people in crisis--particularly family disputes.

(See Bard, Community Mental Health Journal, Vol. 7 (2), 1971 for citations for these statistics.)

4. Violence Prevention

In 1973, one in every four homicides grew out of family disputes. A substantial number of serious assaults, including an ever-growing number of child abuses, also occur within families in crises. Given the proper training, police officers are in the unique position to defuse and mediate the crisis before it reaches the point of violence (statistics gathered by the Research Center of the Law Enforcement Assistance Administration, Gerald Caplan, Director).

5. Increased Victim Cooperation

Victims are more prone to cooperate, less prone to have emotions confuse their memory of the facts, when their emotional crises are effectively managed. Thus a more objective and complete report on the details of the crime can be developed.

6. Increased Community Relations

Effective management of crisis situations improves the citizen's perception of the police agency.

INTRODUCTION

WHAT

LEARNING GOAL #1

THE STUDENT WILL BE ABLE TO UNDERSTAND THE MEANING AND IMPORTANCE OF CRISIS IDENTIFICATION AND MANAGEMENT IN POLICE WORK

BEHAVIORAL OBJECTIVES

*The student will cite the reasons for studying crisis identification and management. These will minimally include:

1. The changing police role
2. Improvement of other police functions
3. Officer safety issues
4. Violence prevention
5. Increased victim cooperation
6. Increased community relations

*The student will define crisis.

Lecture Review for Learning Goal #1

- o This is a 20-hour program in crisis identification.
- o There are six key reasons why this training is important to the officer (see Introduction, "Why").
- o The training is not to turn officers into social workers, but to provide them with some tools of psychological first aid.
- o Training is not to change attitudes, but to focus on behaviors that will be most effective in intervening with people in crisis.

- o Crisis comes from the Greek word meaning "to decide". The key element of crisis is the overwhelming feeling of helplessness, feeling out of control and unable to decide what to do to remedy the situation. A person in crisis cannot cope. As the one person who has both immediacy of response and authority to handle the crisis in action, the officer can help the person in crisis to gain enough control to decide on an option to defuse the crisis.

LEARNING GOAL #2

THE STUDENT WILL BE AWARE OF HIS OWN EXPECTATIONS OF THE COURSE AND THE INSTRUCTORS' EXPECTATIONS FOR THE COURSE.

BEHAVIORAL OBJECTIVES

*Each student will respond positively or negatively to the instructors' description of the course schedule and expected outcome.

*Each student will discuss his/her own expectations for the course and specific problems in dealing with people in crises.

Lecture Review for Learning Goal #2

- o Review the four units, their content, the schedule of presentations and the things expected of the trainees.
- o Each trainee should be asked to express his/her expectations for the course.

LEARNING GOAL #3

THE STUDENT WILL HAVE A BASIC UNDERSTANDING OF THE
CRIMINAL JUSTICE SYSTEM AND THE IMPORTANCE OF THE VICTIM
AS ONE OF THE MAIN CLIENTS IN THE SYSTEM.

BEHAVIORAL OBJECTIVES

*The student will identify the principal clients of the justice system. These will minimally include:

- Victims
- Witnesses
- Perpetrators
- The "community" of citizenry
- Other criminal justice and social agencies

*The student will identify the functional components of the criminal justice system. The component areas will minimally include:

- Law Enforcement
- Judiciary
- Corrections
- Prosecution
- Defense

*The student will give an example of how each component affects and influences the other components, and the victim's relation to each.

Lecture Review for Learning Goal #3

- I. The Administration of Justice as it Relates to Victim/Witness Needs
 - A. A system of forced social control
 1. Tension between arrest/prosecution and victim/witness needs
 2. The role of force
 3. The role of discretion

B. Flow-through system

1. Need to explain system to victim/witness.

C. Different clients of the justice system

1. Victims
2. Witnesses
3. The "Community" (e.g., importance of the crime, public relations with the department)
4. Perpetrators
5. Other criminal justice and social agencies, and workers

II. Problems in the Administration of Justice

A. Discretion

1. Many tensions
2. Lack of information

B. Coordination

1. In the department
2. In the justice system
3. Amongst other social agencies

III. Coordination

- A. Officers must make new procedures work
- B. Feedback evaluation to new and developing social service programs will improve system
- C. The evolving subsystem for victims and witnesses

INTRODUCTION

HOW

This introduction is a one-hour unit to lay the foundation for the rest of the course.

Since crisis identification and management skills must be learned behaviorally and thus practiced in class simulations, the development of a positive working relationship among members of the group is critical.

Discussion and case examples from members of the class to illustrate all points are important. Role playing and a community panel are a significant part of the training and an early open atmosphere in the class will help set the stage for effective role playing and group interaction.

Content

Lecture Reviews are presented for each Learning Goal. The key points to get across are:

- The six reasons for the importance of the training.
- A review of the schedule, the units and when and how they will be presented so that trainees will know what to expect.
- Review of the Administration of Justice as it relates to victims' and witnesses' needs.

Exercises

Ask trainees to go around the room and each one state his/her expectations for the training session: what specifics would he/she like to see addressed; what are his/her particular problems.

Advance Preparations

The entire curriculum should be reviewed and, if necessary, be rearranged to adapt to individual training needs.

Handouts

A schedule of the training and an outline describing each unit should be handed out. A copy of the bibliography should be handed out and reviewed.

Readings

None necessary. The instructor should review the bibliography with a brief description of each item, in case anyone wants to pursue readings in the area.

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UNIT ONE: VICTIMOLOGYWHY

Why should officers study victimology? There are two basic reasons:

1. Since there is such a high estimate of unreported crime in general, and unsuccessfully prosecuted crime specifically, it is important to understand why victims do not report or cooperate as effectively as they might and what police officers can do to encourage victims and witnesses to report crime, cooperate fully, prosecute and testify where warranted.

2. Police officers spend a great deal of time as community resource personnel. All research on crime reports that victims are often severely traumatized and that they generally undergo more of a crisis reaction than their facade indicates. Although the police officer is not a social worker, as the first person to contact the victim at a time of crisis when the victim is extremely vulnerable, his responses and actions can be of help to the victim and possibly prevent further complications and trauma.

UNIT ONE: VICTIMOLOGYWHATLEARNING GOAL #1

THE STUDENT WILL RECOGNIZE THE ATTITUDES AND RESPONSES OF VICTIMS TO CRISIS SITUATIONS AND THE STEREOTYPIC RESPONSES SOCIETY TAKES TOWARD VICTIMS AND VICTIMS OFTEN TAKE TOWARD THE POLICE.

BEHAVIORAL OBJECTIVES

*The student will explain the basic psychological responses to victimization. The explanation will minimally include:

Feelings of helplessness
Lack of control
Anger
Self blame
Search to make sense out of nonsensical act
Fear

*Each student will give an example of having been victimized and discuss the above listed responses to the victimization.

*The student will list the four layers of the self concept and will illustrate the violation of each layer with an appropriate crime.

Lecture Review for Learning Goal #1

I. Understanding Victims in General

- A. Mendelsohn coined the term "victimology" in 1956 and began the study of victims.
- B. A lot of research since then has shown society's response to its victims.
 1. Superstitious response
 - a. Victimization may be contagious
 - b. Differentiation of victim from one's self

2. Rationalizing or justifying response - denial of "real" victimization

a. Victim deserved it

b. Victim caused it

(1) Fairness forbids that bad things happen to good people; therefore, the victim either was not a good person or the victim in some way precipitated the badness.

C. Studies show the victim's own responses

1. Feelings of helplessness

2. Out of control

3. Desire to gain back sense of power

4. Anger at offender

5. Self-blame; trying to figure out what should or could have been done differently.

6. Searches to make sense out of nonsensical act

D. Example of what victims experience

1. Being robbed

2. Having badge and gun removed

3. Solicit one from the class

II. Understanding Different Types of Victimization

A. All crimes against the person are violations against the self concept at one or another layer.

B. The closer the layer to the innermost core of the self concept, the more trauma is created.

C. Comparison of crimes and victims using "onionskin" approach

1. Burglary - attacks outer layers; extension of self (car, clothes, etc.)

2. Armed robbery - attacks outer layer; threatens next layer

3. Assault and robbery - attacks outer two layers; takes things, an extension of self, and harms body
4. Rape goes beyond, into innermost layers - it harms the body and intrudes on values, cherished concepts, powerful emotions, the core of the self concept.

III. The Basic Response to Victimization

- A. Victims experience emotional overload; their psychological defenses against vulnerability are invaded; they feel helpless and unable to cope.
- B. Victims oftentimes go through denial, a psychological defense mechanism.
- C. Victims often blame themselves for the harm that has befallen them.
- D. Victims often blame others, even the officer is a target for the need to project blame outward.
- E. Victims often get angry after they have experienced self-blame.
- F. If the police officer provides the appropriate psychological first aid, victims may experience resolution and integration; that is, they may regain their feelings of self respect and control over their environment.

IV. Observations Concerning Victims

- A. Victims may hide their fears
- B. Victims may continue to fear after police arrival
- C. Victims may expect to be blamed or blame themselves
- D. Victims may expect the police to be impatient
- E. Victims feel out of control
- F. Victims feel their misfortune is important
- G. Victims are often humiliated
- H. Victims may accuse the police of not protecting them
- I. Victims may fear reoccurrence

UNIT ONE: VICTIMOLOGY

HOW

This is a two-hour unit with two parts: 1) lecture - one hour;
2) discussion - one hour.

Content

A Lecture Review is presented for the Learning Goal. The key points to get across are:

- All victims feel powerless and without control.
- There are different types of victims in different circumstances, but all need sensitive responses to encourage reporting and cooperation;
- Victims experience denial, blame, anger and (ideally) resolution and integration;
- The closer to the self concept a crime/perpetrator gets, the more traumatized and in crisis a victim will be; and,
- There are many observations about typical victims that police officers need to understand: these include fear, even after the police arrive; self blame; anger at the police; a feeling of helplessness; a feeling of humiliation; and, a fear of reoccurrence.

Examples

Examples are needed to get everyone aware of what it feels like to be a victim, without control.

After giving either the examples in the sample lecture or one of your own about being robbed, or having your badge and gun removed in a difficult situation, solicit experiences from the class. "Have any of you ever been robbed?" Ask each trainee to discuss an experience in which they felt powerless and helpless. Review the key responses to victimization with each experience.

Handouts

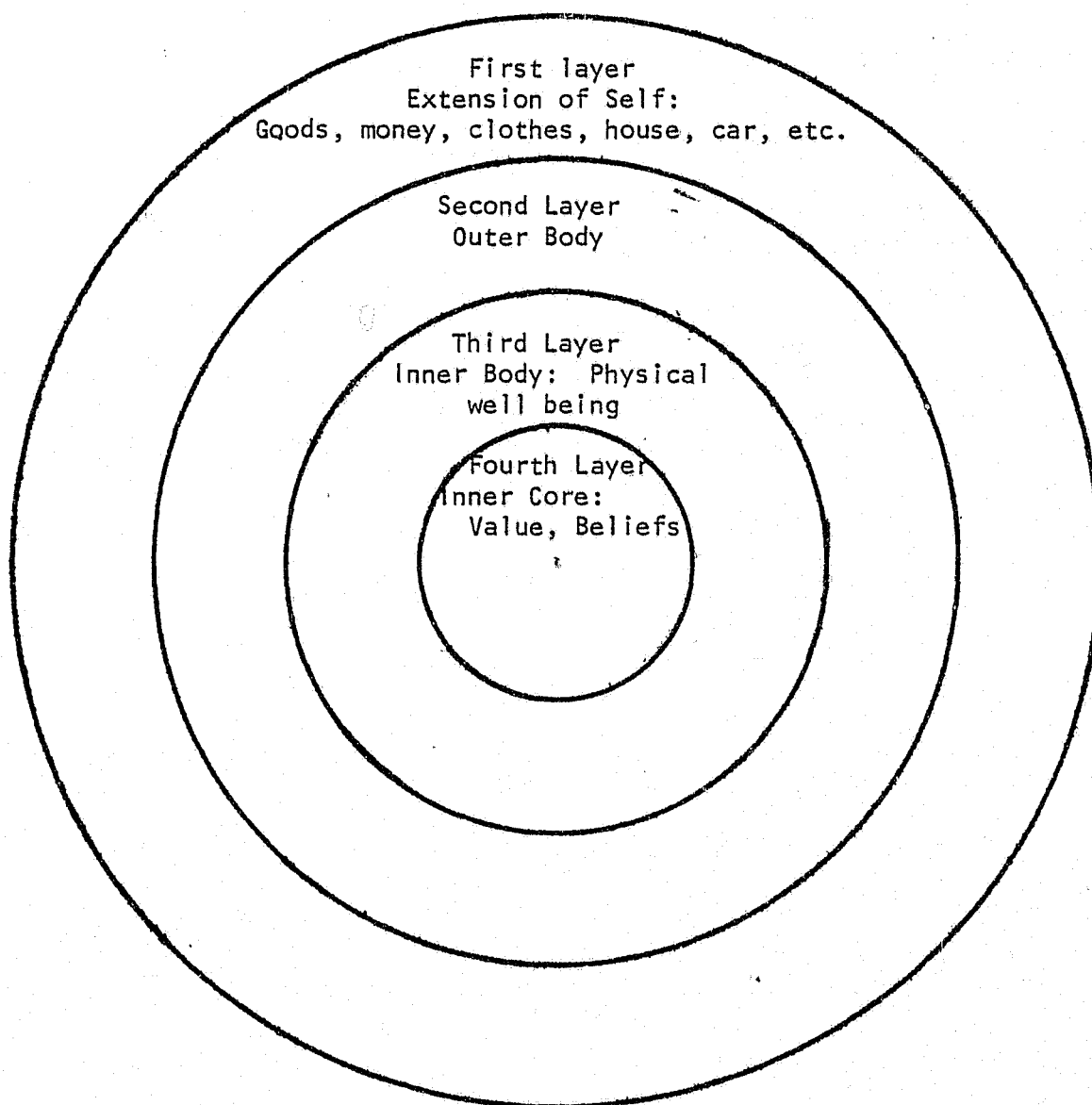
The following handout of the layers of the self as an onion skin is suggested. It is easy to understand without prior reading and hopefully it will get the point across about why victims are helpless and traumatized: because they are attacked at the self concept, - at varying layers.

Readings

None suggested. This unit is primarily geared to develop a sense of empathy with the victim and understand how empathy will not only help the victim, but, in the long run, incur cooperation with the police. Readings are not necessary for this objective.

FOUR EXAMPLES OF CRIMES AFFECTING THE SELF CONCEPT

1. Burglary: first layer: generally hurts the victim only at the outermost layer - the property, which is the extension of the self.
2. Armed Robbery: second layer: because of the contact with the robber and the threat to the actual physical self of the victim, armed robbery generally intrudes into the second layer of the self.
3. Assault and Robbery: third layer: generally hurts the victim through the inner self, physical pain as well as property stolen.
4. Rape: fourth layer: penetrates beyond bodily harm into victim's basic values and emotions.



UNIT TWO: CRISIS IDENTIFICATIONWHY

Because the officer must act immediately in given situations, usually in an environment of scarce information, a systematic series of clues and symptoms are important to determine the proper action.

One of the problems in identifying crises is that the person in crisis does not always display the extreme emotions generally associated with crisis (e.g., crying, hysterics). Therefore, it is important to recognize physical symptoms, incongruence, extremes of emotions, and situations that generally connote crisis.

UNIT TWO: CRISIS IDENTIFICATION

WHAT

LEARNING GOAL #1

THE STUDENT WILL RECOGNIZE THE EMOTIONAL, PHYSICAL
AND SITUATIONAL SYMPTOMS OF PEOPLE IN CRISIS.

BEHAVIORAL OBJECTIVES

*The student will identify the emotional and physical symptoms
of persons in crisis. These symptoms will minimally include:

The display of extreme emotions
Incongruence of emotions
Display of extreme physical responses
Display of two opposite physical responses simultaneously

*The student will give an example for each of the symptoms listed
above.

*The student will list and give examples for situations that generally
connote crisis. These will minimally include:

Victims of crimes or acts affecting the innermost layer of the self
concept.
Family disputes
Family notification of a death

Lecture Review for Learning Goal #1

1. Emotional Symptoms

A. Display of extreme emotions

1. Example: screaming, crying, hysterics
2. Example: severe depression

B. Incongruence of emotions: display of two opposites at same time

1. Example: denial of feeling, upset verbally, but uncontrolled body trembling
2. Example: claiming no anger, but clenching fists, locking jaws

II. Physical Symptoms

A. Display of extremes

1. Example: frozen into immobility
2. Example: frenzied activity
3. Example: violence towards self, others, property

B. Incongruence: Display of two opposites at same time

1. Example: rigid body but flitting eyes
2. Example: overtly calm, but signs of physical violence in room or area

III. Situational Symptoms

A. Victims of crimes or acts affecting the innermost layer of the self-concept

1. Example: rape
2. Example: death threat
3. Example: elderly victim living alone
4. Example: victim of severe auto accident
5. Example: burglary victim, loss of a family heirloom

B. Family disputes

C. Family notification of a dead victim, molested child, etc.

UNIT TWO: CRISIS IDENTIFICATION

HOW

This is a three-hour unit involving 1-1/2 hours of guided lecture and 1-1/2 hours of discussion. The purpose of the lecture is to feature the various symptoms of crises, both emotional, physical and situational, and to stimulate illustrations by the trainees of the various symptoms in terms of crises that they have themselves witnessed or been a party to.

Content

Lecture Review is presented for the Learning Goal. Key points to get across are:

- The emotional symptoms of crisis
- The physical symptoms of crisis
- The situational symptoms of crisis
- The fact that crisis is usually identified in terms of the display of extremes and the display of opposite extremes simultaneously

Advance Preparation

None.

Discussion

As the instructor goes through the various symptoms of crisis identification, a strong effort should be made in each and every case to stop and solicit examples or illustrations from the students. In each case there will be at least one student in the class who has seen, experienced or heard of a crisis situation in which the particular physical or emotional or situational symptom being discussed was in-

involved. It is only through this kind of repetitive discussion mechanism and application of real fact situations to conceptual systems that the students will develop a comprehensive understanding of crisis symptoms and their identifications.

Handouts

The following handout listing the symptoms of crisis identification should be handed out at the outset of the unit so that trainees can visually review the symptoms as they hear the lecture and discuss case examples of the points.

Readings

None necessary.

CRISIS IDENTIFICATION

I. EMOTIONAL SYMPTOMS

A. Display of Extreme Emotions

1. Examples: screaming, crying, hysterics
2. Example: severe depression

B. Incongruence of Emotions: Display of two opposites at same time

1. Example: denial of feeling upset verbally, but uncontrolled body trembling
2. Example: claiming no anger but clenching fists, locking jaws

II. PHYSICAL SYMPTOMS

A. Display of Extremes

1. Example: frozen into immobility
2. Example: frenzied activity
3. Example: violence toward self, others, property

B. Incongruence: Display of two opposites at same time

1. Example: rigid body but flitting eyes
2. Example: currently overtly calm but signs of physical violence in room

III. SITUATIONAL SYMPTOMS

A. Victims of Crimes or Acts affecting innermost self (see diagram)

1. Example: rape
2. Example: death threat
3. Example: elderly victim living alone
4. Example: victim of severe auto accident

B. Family Disputes

C. Family Notification of a dead victim

UNIT THREE: CRISIS MANAGEMENT

WHY

This section is intended to encourage a kind of mind set about police roles and responsibilities in managing crises.

Techniques for effective management of crises are important to:

- a. Minimize the confusion of the victim and enhance his/her cooperation;
- b. Defuse extreme emotions that may either turn to violence or cloud the memory of the victim;
- c. Ensure officer safety; and
- d. Encourage a regaining of control in the person in crisis.

This unit provides checklists of the techniques which underlie the behavior of most officers who have spent several years in the profession. The checklists reinforce behaviors that are effective. Some officers may want to actually memorize the points on the checklists; others may want simply to use them as reminders for their own way of phrasing each point. In any case, the procedures are important reminders for the effective management of crises situations.



UNIT THREE: CRISIS MANAGEMENT PROCEDURES: VICTIMS

WHAT

LEARNING GOAL #1

THE STUDENT WILL BE ABLE TO MANAGE A VICTIM IN CRISIS IN SUCH A WAY AS TO INDICATE CONCERN AND EMPATHY AND GET A COMPLETE AND ADEQUATE REPORT.

BEHAVIORAL OBJECTIVES

*The student will list the ten key procedures on the crisis management checklist, as follows:

1. Introduce self by full name and title;
2. Briefly verify crime;
3. Acknowledge ordeal for victim and reassure his/her safety;
4. Verify well-being;
5. Solicit help in identifying suspect;
6. Defuse crisis emotions;
7. Establish elements of the crime;
8. Pose simple choices;
9. Explain all procedures; and
10. Preserve crime scene and collect evidence.

Lecture Review for Learning Goal #1

I. Introduce Self by Full Name and Title

Introducing oneself by one's full name and title provides the victim with an opportunity (choice) for calling the officer by his/her name and/or rank. It provides a certain added element of control of the situation for the victims by both stating the obvious and giving them "a handle" on the officer. Thus, introductions provide an

initial simple choice. An introduction is particularly important with an elderly victim who may need to have visible proof, "through a peephole", of the officer's identity.

II. Briefly Ask What Happened; Verify the Crime

This must be done simply and quickly. This is not the time to ask for details concerning the crime. It is the time to find out whether or not the officer is dealing with a felony or a misdemeanor; a crime that involves a weapon; and how many people may possibly be involved in the crime.

Example: "What happened...You mean you were forced to have intercourse?", i.e., establishing forced entry.

In the above example, the key point is the following: the police officer asks what happens. The victim says: "I was raped," or "He got me," or "He made me do bad things," or whatever. The police officer repeats for the victim the basic element of the crime (in this case, forced penetration) allowing the victim to simply nod to establish the basic crime.

At this early point in a police-victim encounter, it is extremely important to not press for details concerning the crime.

III. Acknowledge Ordeal for the Victim and Reassure His/Her Immediate Safety

This is a particularly important step in the early moments of a police encounter with victims in crises. Victims are often in a state of confusion and upset, and are often unable to become aware of their safety even after a police officer has arrived. Thus the need for an assurance of safety by the police officer. This can be done by stating, "I am here now. You are safe now," or "The police are here now. We have officers in the area now, and you are safe." The use of

the word "now" is important to bringing the victim back to the reality of the situation and reassuring safety.

Another important point in the initial moments of a victim's encounter with the police is that the victim considers his/her particular crisis extremely important at the time it occurs. Because the police may very well be viewed with mixed emotions (e.g., society's punisher or blamer), it is extremely important for the police officer to show empathy (i.e., understanding for the victim's experience) immediately. By acknowledging the ordeal the victim has been through, the officer establishes empathy and avoids being cast in the role of blamer. The consequence of this empathic stance is the likelihood of better, and clearer information and a more cooperative victim.

Example: "You've been through a terrible ordeal. You're safe now" (do not blame victim); "I am going to have to get some facts to help you."

IV. Verify Victim's Physical Well-Being - Take Immediately to Hospital If Necessary

Police officers must verify victim's well-being immediately, although this task may be difficult to do in certain crisis situations. Sometimes victims need to be spoken to and calmed down for a moment before any effort to assess well-being will be effective. If the victim's well-being requires transportation to a hospital, an ambulance should be called. The officer may wish to continue the questioning while awaiting the ambulance, but good judgment and the officer's discretion should be used in terms of whether or not to continue questioning.

V. Solicit Victim's Help in Identifying Suspect

It is extremely important that the early questioning of a victim in a state of crisis occurs in a context in which the victim helps the officer. Victims in crisis have already lost a great deal of control over their immediate environment. Psychological first aid, in such cases, as well as effective and fruitful questioning, requires that some power be returned to the victim. Demanding that the victim or witness begin to identify the suspect through repeated questions is likely to "shut the victim or witness down" rather than elicit useful information. All too often police officers find that the early information received after questioning a victim or witness in crisis is inaccurate because the victim's emotions were clouding his/her ability to regain memory and control.

In soliciting the victim's help in identifying the suspect, officers might want to use words to the following effect:

Example: "I'll be asking you a few questions about what happened and I'll explain what we're doing. I need your help with one thing right away--finding the suspect. There are other officers waiting to look for him right now. The more information you can give me now, the better chance we have of finding him. Do you think you can calm down enough just to help with this? Good."

In the above sample paragraph, several things are noteworthy. The use of the word "now" helps to reinforce the present reality for the victim. The crime is over; hopefully the crisis has passed; there are officers waiting in the field; and information is needed now.

Also, it is important to give the victim choices in as many situations as possible. Soliciting the victim's help in identifying the suspect is in some sense a choice, because the victim has been asked

to help rather than demanded or told to give information. The final question in the above paragraph, asking the victim whether he/she is sufficiently calm to help, is another example of providing choice. Using the word "good" at the end of the paragraph is an example of reinforcing positive behavior on the part of the victim/witness.

The following questions may be useful in obtaining early identification information from the victim/witness concerning the suspect. The questions listed below, however, are in no way the only questions to be asked and individual procedures may vary.

Example:

- When did he leave? How?
- Which way?
- Was he/she alone?
- Car license, description
- Carrying a weapon; anything that could be used as a weapon
- Physical description; "Can you identify him/her?"
- Did you (victim) leave any marks on the suspect to help in identification?
- When did the victim first see the suspect?

The last question in the above list of early identification questions for a victim in crisis, is important particularly in the case of rape. For example, victims are often extremely sensitive about being questioned about prior contacts with the suspect. All too often police officers, without any intention that is bad, ask, "Did you know him?", only to have the victim respond as though she had been accused of collaboration. "When did you first see the suspect?" is a way of obtaining the information without in any way suggesting to the victim

that the police officer has reason to believe that the victim is involved with the suspect.

VI. Defuse Crisis Emotions

Defusing crisis emotions is expanded upon later as an important item of managing a crisis. The basic points in defusion are:

- Set up proper atmosphere
- Modulate voice
- Active listening techniques
- Diversionary reality questions
- Reality confrontation

VII. Establish Elements of Crime

At this point in the interview, the initial moments of crisis and the initial aspects of the police-victim encounter have passed. It is now time for the police officer to begin establishing the exact elements of the crime so that the preliminary police report can be filled out. It is important for the police officer to be flexible in taking a preliminary report so as not to give the victim the impression that the officer is making all the demands and the victim must perform. It is also important to maintain eye contact whenever possible and continue relating to the victim in a manner that acknowledges the ordeal and reassures the victim's safety. With this in mind, the officer at this point should proceed with the standard reporting elements of preliminary crime investigations.

VIII. Pose Simple Choices to Help Victim Regain Some Sense of Control

It is important to remember that throughout any victim encounter, and especially those that take place in a crisis situation, victims

have lost some sense of their control over their environment. Any and all possibilities for providing simple choices to them should be pursued by a police officer. This technique is a major tool in psychological first aid, for it provides the victim with some immediate evidence and possibilities for regaining control over his/her environment.

Example: "Would you like a friend or victim/witness advocate called?"

Another example would be asking rape victims whether they would like a female police officer to interview them. Simple choices, such as "Would you like a glass of water?" or "Can I make a call for you?" or "Would you like a friend to bring some clothes down to the hospital?", make a big difference in aiding victims in recovering from the initial crisis and regaining some sense of control over their environment.

IX. Explain Procedures That Will Follow

Explaining police procedures and procedures that will follow in the criminal justice process for the victim or witness is a critical element in crisis management. All too often police officers forget that they themselves are extremely aware of the procedures that will follow and the reason for those procedures, while victims or witnesses are not familiar with these at all. In crisis, understanding what will happen and why is even more important, since helplessness is so predominant. Even if the victim does not ask what will happen next, it is important for the police officer to simply and affirmatively go through the steps; that a followup investigator will call, and when; that certain other proceedings will occur, and when and why.

X. Preserve Crime Scene and Collect Physical Evidence

UNIT THREE: CRISIS MANAGEMENT PROCEDURES: PERSONS IN CONFLICTWHAT

LEARNING GOAL #2

THE STUDENT WILL BE FAMILIAR WITH SOME OF THE BASIC MISUNDERSTANDINGS AND ROLE PROBLEMS OF PEOPLE IN CONFLICT.

BEHAVIORAL OBJECTIVES

*The student will identify factors necessary to understand the conflict situation. These factors will minimally include:

1. Characteristics and roles of the parties;
2. Prior relationship;
3. Particulars of issue precipitating conflict;
4. Social environment; and
5. Other parties and their interests

*Given hypothetical conflicts, the student will be able to identify and discuss the above five factors.

Lecture Review for Learning Goal #2

In conflicts between members of a family, landlord and tenants, neighbors, etc., some common information is important.

1. The characteristics of the parties and their roles in relation to one another.
2. Their prior relationship.
3. The particulars of the issue that precipitated this conflict.
4. The social environment - that is, the norms and constraints - in which the conflict occurs.

5. Other interested parties and what their stakes are in the outcome of the conflict.

For example, some family fights are such a regular part of the officer's service load that the officer's role is an important part of the family relationship. In this situation, both the husband and wife are stuck in roles that conflict with one another, but are unwilling to examine and/or change. To examine their characteristics and prior relationship, one would find the husband who works all day, comes home tired wanting peace and quiet. The wife has been home all day and seeks contact and involvement from the husband when he enters the house. The result is a difference in expectations, needs, and a series of conflicting roles. The more he withdraws from contact, the more she agitates for it.

The particulars are his drinking that night, coming home especially late on the night of payday.

The social environment allows for physical abuse, the wife's strategy being that some contact and some response, however negative, are better than none and indicates that the husband still cares.

In the context of these values, role conflicts, social norms, and particulars, a situation which may appear nonsensical ("Why doesn't she just leave him?") takes on meaning.

LEARNING GOAL #3

THE STUDENT WILL POSSESS THE ABILITY TO SAFELY APPROACH, DEFUSE, AND MEDIATE, WHEN NECESSARY, A CONFLICT SITUATION;

BEHAVIORAL OBJECTIVES

*The student will identify the safety precautions to be taken in the approach to a conflict situation.

*The student will identify the crisis management procedures of persons in conflict. These will minimally include:

- Approach with safety
- Prevent injuries - separate disputants
- Make full introductions
- Avoid threats
- Create atmosphere of discussion
- Maintain verbal firmness and fairness to all parties
- Identify facts
- Reinforce calm behavior

*The student will list five verbal and five non-verbal techniques for defusing a crisis.

*Given simulated situations, the student will follow the procedural checklist and defuse a conflict situation.

Lecture Review for Learning Goal #3

In defusing a family conflict situation, officers should pursue the following basic procedures, always maintaining an alert to the high danger potential of a family conflict.

- o Officers should approach with full safety procedures.
- o Once inside, officers should move to prevent injuries. The officer should position himself between the two (or more) parties of the conflict, or between the participants and any objects that might be used as weapons. (Real weapons -

such as guns or knives - and potential weapons - such as pots and pans and vases - should be noted.)

- o Officers should make every effort to separate the disputants from one another. Separating the disputants involves more than simply getting them apart. It requires that, if at all possible, each person in the argument be kept out of the hearing and visual range of the other person. This cannot be done by one officer alone; ideally, two are required.
- o Officers should make full introductions, using their full name and title, and they should make every effort to address both parties to the dispute as "Mr." or "Mrs." This is important because addressing the parties as "Mr." or "Mrs." (or "Ms.") will serve to create an atmosphere of some politeness and formality, an atmosphere that may very well be self-fulfilling in terms of the types of behavior generated.
- o Officers should avoid overt threats, whether implicit or real. Every effort at reasonableness should be made, including the use of language that gets attention without necessarily threatening through authority. Officers should convey the idea that they are there to assist in solving the domestic dispute at hand, rather than necessarily to make an arrest or even to decide who is right or wrong. In order to insure this stance, officers should make an attempt to state: "We are here to assist." Officers arrive at a family fight with certain authority. There is usually little need to stress this authority, and every effort should be made to avoid threats, wherever possible.

- o Officers should attempt as soon as possible to create an atmosphere of discussion. This involves looking directly at both disputants in an engaging rather than a glaring way, demonstrating physically that discussion and relating are what is expected, rather than fighting. Officers should remove their hats, turn down their radios, and attempt to sit down (only after they have succeeded in getting the disputants to sit down). Once the disputants have been seated, and the officers have been seated, an atmosphere for discussion may very well exist. It is important to remember to exclude outsiders, including neighbors, sisters, in-laws, etc. Outsiders should be excluded from becoming involved unless there is a reasonable party present in the situation who might have the potential to mediate the dispute. Such a person may be called upon by the officer.
- o Officers must maintain verbal firmness, yet indicate openness and a fair attitude toward all sides of the fight. Officers should avoid becoming used or exploited by either side in the argument. Officers should work diligently at maintaining fairness to both sides and not prejudging the fight.
- o Officers should ask diversionary reality questions if the parties in the dispute cannot concentrate, do not seem to want to ventilate, or seem to remain in an extreme emotional or hysterical state. Officers should ask the disputants some simple realistic and nonthreatening questions to force them to

snap out of their emotions and deal with reality. For example, officers might ask: "How many people live here with you?" Or, "Where are the children?" Or, "Is there an upstairs?"

- o Officers should identify the facts to the family disturbance. The most important fact may very well be: "Who is the caller?" Whether or not a crime was committed; whether or not there are court orders involved in the situation, etc., are all facts that must be identified early on if the officers are to resolve the family conflict situation.
- o Officers should respect the cultural and class determinants of roles and functions within the family.
- o Officers should reinforce calm behavior. Any demonstration of calm, rational or reasonable behavior shown by either of the disputants to the family conflict should be reinforced by positive words and actions from the police officers. Poor behavior should not be reinforced.
- o Officers should assist the parties in gracefully backing down to allow face-saving.
- o Officers should make every effort to mediate family conflicts whenever possible. After establishing a calm environment, and indicating clearly to both sides that no decision will be made by the police as to who was right or wrong, officers should state again that they are there to help the situation. Wherever there is some means of identifying the actual subject

of the dispute between the two parties, officers should try to clarify the dispute and "get to the heart of it" by translating the complaints or desires of either party to the other party. To see if it is understandable to the other party, officers may clarify the dispute and thereby arrive at some idea or solution to the conflict.

- o Officers should make every effort to close the family conflict situation with a referral to an appropriate agency for counseling, alcohol services, housing needs.
- o Techniques for defusing crisis emotions are discussed here in some detail. They can be divided into nonverbal techniques and verbal techniques. Nonverbal techniques depend on the use of the body, uniform, voice tone and eye contact, as well as reactions to the nonverbal responses of the person in crisis. Verbal techniques have more to do with the phrasing of certain statements, as well as with the very important technique of active listening, which is useful to aid persons in crisis to ventilate their emotions. Diversionary reality questions are another means of bringing people in crisis back to reality and getting them to concentrate again.
- o The most important nonverbal crisis diversion technique is eye contact. Police officers should look directly at the person, even if he/she is unable to make eye contact with the officer. Eye contact is important because it allows officers to observe him/her, in case of danger, and to present a "beacon" for the person in crisis. (Exceptions

might be made for some who have culturally been taught to avoid constant and direct eye contact.) Officers should nonetheless avoid staring, peering, or glaring; the technique here that will be most effective is to simply "be there" in a strong, yet relatively stable, manner.

- o Officers should be aware of their uniforms and the impact that they, as uniformed officers, will have on a person in crisis. Officers should remove their hats, especially when they are indoors, and if at all possible they should turn their radios down. These techniques, which have to do with their physical presence in the situation, will lower their authority-like impact in the situation and downplay their role as "punishers" and "blamers".
- o Body posture is extremely important to police officers in attempts to defuse a crisis. The distance that a police officer takes in standing near or sitting near a person who is about to be interviewed will have a significant impact on the situation. Police officers should, when at all possible, sit down and have the person in crisis sit down. Sitting down will help to downplay the situation and relax the person. If sitting down is inappropriate, a police officer should stand close enough and informally enough to him/her so as to express concern; yet far enough back to avoid being threatening. Each officer will have his/her own body style and "body language". Officers should seek feedback from fellow officers in order to better understand how close

they are sitting/standing, and what apparent impact their body posture, their physical proportions, and their physical demeanor seems to have on others.

- o Touching can be a crucial technique for defusing a crisis situation, or instigating an upset. Police officers should facilitate the person's initiation of touching, rather than initiating touching themselves. Where appropriate, officers should put forth a hand or place a hand close to the person (for example, on a table) so as to allow him/her to reach out and touch, if that is appropriate. Officers should avoid overtly reaching out and touching because touching in a crisis situation may very well stimulate an upset. By reaching out and allowing oneself to be touched, officers provide yet another choice to the person in crisis.
- o Encouraging physical opposites is one of the most potent techniques for defusing a crisis situation. People in crisis tend to display extreme emotional and physical responses. Oftentimes emotions respond to physical cues; therefore, if the person continues in extreme physical symptoms of a crisis, the police officer should encourage him/her to change. If for example, the person is immobile, the officer should encourage him/her to walk somewhere with the officer's guidance. If, for example, the person is working him/herself into more hysteria by frenzied activity, then the police officer should encourage him/her to sit down with the officer.

- o Verbal techniques for defusing crisis situations are by far the police officers' most effective tool. Officers should make a point of taking note of their own voice tone and learning as well as they can to apply the following verbal techniques in crisis situations. Every effort should be made to practice these situations both on the street, with feedback from fellow officers, and in role plays. Voice tone is important, and officers should concentrate on pacing their questions slowly with a soft, yet strong, calm voice so as to demonstrate control yet patience. Officers should speak slowly enough to be heard and understood well, and should never run through their questions without waiting and listening so as to both exhibit control and show a willingness to listen to the victim.
- o Stating obvious reassurances is one very effective crisis defusion technique. Police officers should overtly assure a victim's safety. Moreover, they should preface difficult questions that they must ask of victims and witnesses with statements such as: "I know this is hard for you...". Officers should state obvious reassurances so that the person in crisis has some verbal boundaries to better understand the situation.
- o Officers should attempt to personalize their statements in conversations with people in crisis. Particularly if the person is exhibiting fear, embarrassment, or self consciousness, certain comments that a police officer may make as the repre-

sentative of the community's morality may have a very effective defusing consequence. For example, preface advice with words such as, "I think" or "I feel," will serve to personalize statements and will create an environment of empathy. Police officers do represent morality to many, and, if they are able to assure the victim that he or she is not weird, they will help to defuse the crisis situation. Police officers are often taught to be impartial and neutral, because they are professionals. This mandate to be impartial must not be confused with the need to be personal rather than impersonal in some crisis encounters.

- o Police officers should demonstrate active listening to people in crisis situations, particularly when they demonstrate some obvious need to ventilate crisis emotions to a concerned listener. Allowing silence, offering reflective comments, and providing timely clarifications and summaries are three major tools in active listening.

Allowing silence is extremely important to a person in a crisis situation. Silence allows the victim a moment to collect his/her thoughts after a question from the police officer. Officers should be particularly careful to not follow one question with another question. Oftentimes the person in crisis is confused and will require a moment to orient him/herself to the question and think of the answer.

Reflective comments are yet another means of demonstrating to a person in crisis that the officer is actively listening, thus allowing the victim to ventilate to a concerned listener. Officers should reflect back to the person some of what he or she said to the officer, in summary form. This reflecting back will encourage them to keep talking, and thus to continue ventilating. Officers should reflect back with an expectant tone.

Example:

V: "...he jumped right through the window..."

O: "...he just burst right in...?"

V: "...yes. Then he..."

- o Timely clarification and summaries are yet another means of demonstrating to victims and witnesses that the police officer is actively listening. Moreover, timely clarifications and summaries help to "tie up random emotions" for the person in crisis. Officers should clarify and summarize what they have been hearing from a victim/witness after the victim/witness has finished a segment of a story. Officers should not interrupt repeatedly to clarify; however, they should verify the summary by ending with: "Is that the heart of it?" Or, "Do I have it right?"
- o Diversionary reality questions are another potent means of defusing crisis situations. Such questions force people to deal with reality in a situation where the crisis which they are undergoing may tend to remove them from reality. If it

appears to a police officer that a person in crisis cannot concentrate, does not want to ventilate (through active listening, interaction), the person should be asked simple, realistic, and nonthreatening questions.

UNIT THREE: CRISIS MANAGEMENT

HOW

This is a ten-hour unit composed of three hours of lecture and discussion, one hour of a film and discussion, and six hours of role playing.

Content

Lecture Reviews are provided for each Learning Goal. The checklists for each goal should be reviewed in detail. The three key areas to be reviewed are:

- Techniques for managing victims in crisis;
- Techniques for managing persons in conflict; and
- Verbal and non-verbal defusion techniques.

Discussion

During the lecture, discussion is critical to obtain input, illustrations and examples from trainees concerning the various techniques of crisis management. Again it is stressed that it is only through this kind of repetitive discussion mechanism and application of real fact situations to conceptual techniques, that they become internalized and hence "learned" as behaviors to incorporate.

Handouts

The handouts for this section follow the "How" portion of this unit. They should be typed with sufficient room at the margins to allow students to annotate in terms of their own styles and techniques, and the phraseology most suitable to them. These should be handed out at the beginning of each relevant lecture so that students can visually review the content they are hearing. Students should be encouraged to annotate at this time.

Film

The film is entitled, "Somebody Else's Crisis". This film can be obtained from Motorola Program Center and must be ordered in advance. The address is:

Motorola Teleprograms, Inc.
4825 North Scott Street
Schiller Park, Illinois 60176

The film comes with an excellent manual and instructions for its use.

Police officers respond to crisis situations on an every day basis, but are rarely afforded the opportunity of a second chance. In this film, officers will get the opportunity to see other police officers involved in dealing with "somebody else's crisis." The film is structured in such a way as to allow the police officers the unique opportunity of seeing the victim during the occurrence of the crime, or precipitating event to the crisis. Before the trainees observe the response of the police officers in the movie, they are afforded the opportunity of discussing the impact of the crisis as police officers on victims in a context usually unavailable.

The film is divided into five individual crises. Each crisis is divided into two parts: the part that shows what happens to the victim, and the part that shows the police response. After each part, the film should be stopped and the lights turned on so that individual students can be asked questions by the instructor. The manual accompanying the movie provides appropriate questions for the instructor to ask the students.

Basically, after each scene the instructor should ask the class: What has happened to this victim? What symptoms is this victim exhibiting in terms of crisis? What needs does this victim have for the police at this time? What information does this victim have for officers concerning the perpetrator? If you were the police officer, what would you do first?

After the second scene of each crisis has been shown documenting the police response to the situation, the film should be stopped again and the second set of questions asked. The manual accompanying this film provides such questions. The instructor might want to ask what differences there were between the first and second officers in the scenes where there were two officers. More importantly, the instructor will want to feature questions that relate to the impact of the officers' behavior on the victims in the scene. What worked and what did not work? What kinds of impact did good behaviors have on victims and what kind of impact did bad behaviors have on the victims? How did the students feel while viewing the officers' responses? How would the students have provided police services to the victims of these situations in a way that differed from the way it was done in the film?

Particular attention should be given to the checklists: In what ways did each officer cover or not cover the procedures noted in the checklist?

Role Playing

Role playing is designed to occupy six hours of this unit.

Why are role playing and video feedback so necessary?

Recent research demonstrates that when people took the opportunity to practice different situations in role playing scenes, over 75 percent could handle the situation more effectively when it actually arose in the field.

The procedures discussed in this unit need to be practiced to bring them one step closer to the actual field situation. Every victim/witness contact is a two-sided event. The police officer has intentions to do "A-H" and the victim/witness has a view of what the impact was on him/her of the officer's interaction. There is no single reality of what happened in the context. No matter what the officer intended, if the victim/witness felt the impact on him/her was not the same, his/her perception changes reality of what happened.

It is important, therefore, not just to go over the checklist of what to do with victims/witnesses and family disputants, but also to practice them on various types of victims/witnesses and disputants to see what items have which kinds of impacts on different victims/witnesses and disputants. This is the Intent-Impact theory of communication.

This will be done by setting up simple role plays and then getting feedback on what the impact was from the "victim" and from viewing it on the video monitor.

Those items which have an effective impact on the subject will be reinforced.

Those which do not have an effective impact on the victim or disputant will be reworked to create the effective impact desired.

Role Playing Scenes

The following scenes are suggested. The format for delineating the scenes is presented in the two examples of scenes a and b.

- a. rape victim or victim of other violent crime;
- b. death notification;
- c. family conflict of minority family; and
- d. homosexual victim of beating and homosexual witness reluctant to testify to protect anonymity.

Scene a

The Victim: The victim is a 28-year old Puerto Rican student at a junior college. She is withdrawn and "Old Country" in her dress, demeanor and values.

The Story: The victim, Rosa, was coming back from a night class at 10:30 on the bus. A black man on the bus followed her off, pulled her into some bushes, pulled a knife, pushed her down and raped her. She did not resist. He took the knife and lacerated her vagina. She began to scream. He ran. A passerby, knowing the woman was down and screaming, called the police.

The Scene: On the street; victim down and apparently hurt and uncooperative.

Scene b

The Victim: The victim is a 50-year old, middle class homeowner, the father of a 17-year old son who was killed today in a hang gliding accident. He is positively inclined to police, terribly involved in his son, and had a bad fight about hang gliding with his son this morning.

The Story: The officer must notify the victim that his son was killed this morning. The son was sufficiently mutilated in the accident to be in a sealed casket at the county morgue. The mother of the boy is out shopping and will be home soon.

The Scene: In the victim's living room.

Setting Up the Role Plays

All role plays will be based on prepared scenes. The goal will be to have each officer practice the best way to follow the guidelines in the checklist on victims in different situations.

Advance Preparations

Read scenes and develop any other situations not covered that may be important to your area.

Decide who will play victims. The following options are suggested:

1. If you know your trainees and can assure yourself co-operation, select "victims" from trainees. The advantage here is participation and the important empathy that comes from playing the victim's part. The disadvantage is the possibility no one will want to play the victim.
2. Actual victims who are willing to do role plays are available. Contact local victim/witness project for some names. Also, local community groups may have some members willing to role play. The advantage is that the credibility of the role plays is greatly increased (e.g., trainees cannot dismiss the exercise as unreal). The disadvantage is the difficulty of finding victims who are willing to do role plays in your area.
3. Actors and actresses may be contacted through local school drama departments. The advantage is that they are

easily obtained and can handle the part without difficulty. The disadvantage is that the credibility of the role play is diminished by the use of actor/actresses.

Prepare "victims". Decide who will play what scene. Give them copies of the scene to study.

If the class can be divided between two trainers to allow for a longer practice and feedback time per trainee, decide the format for dividing the group (i.e., who will go in which group).

Setting the Scene

- The trainer should do the first simple scene, using the sample interview. This will give trainees a role model of what to say and how to act, if they have never participated in a role play. The trainer should encourage feedback from the group and from the "victim".
- Select the next scene.
- Always stand to set up the scene.
- Read it in detail and set up chairs and props.
- Always be sure to have the role players and the microphone well situated to be picked up by Video TV.
- Select someone who has been active in training to play the officer in the first scene so a positive trend for participation is set.
- Always point out to victim that while his/her circumstances and past are determined by the set scene, his/her responses should be to each officer. When he/she is annoyed by one, he/she should act it; when he/she is pleased or thankful, act it. For example, if a victim is down and crying, if the role player's approach makes him/her want to get up and give him information, she should follow her natural responses to his/her style. If the role player's

approach makes him/her recoil and feel more upset, he/she should do that to make him/her realize the style employed is not working effectively.

- If there are 20 people in the class, allow about ten minutes per role play. If divided into ten trainees, allow 20 minutes per scene.
- Be ready to stand behind any role player who is having difficulties. You can ask leading questions or give cues to get him/her on the track again.

Video Feedback

Every 10-minute role play will be followed by a replay of the scene on the video monitor.

Advance Preparations

- Secure adequate machinery in good condition and check the room for necessary plugs and outlets and lighting conditions.
- Make sure there is an operator who understands the set-up (e.g., ten-minute scene, then replay).
- Pretest the microphone and placement of chairs and select spot for placement of mike.

Setting Up the Feedback

- Before playing back the scene on the video monitor, let the role player say anything on his mind. Give him an open question, like "What did you think? How did it seem to you?"
- Next ask the victim for general feedback on the impact of the officer (e.g., "How did you feel about the way this officer responded to you? Did you end up generally comforted or annoyed with the officer contact? What mostly about the response made you feel that way?")
- Then go to replay of the scene.
- As each item on the checklist is covered (or forgotten), stop the video. For each item, check the impact on the way each was handled.

For example, on the checklist item, "Solicit information about suspect": is the way the officer handled that situation one which made the victim want to cooperate and give more information, or did the style make the victim clam up and become uncooperative?

- Go over each item on the checklist this way. Was the manner in which it was covered effective or not effective enough?

Always reinforce the effective responses with a positive comment and suggest different possibilities for the problematic responses.

- For each item, ask questions not just of the victim, but of the group. In order to encourage group participation, address your questions to people sitting in different parts of the room.
- Always - repeat, always - offer some overall support and approval for each and every role player at the summation of the feedback.
- Never humiliate an officer or overcriticize an ineffective response.
- There is an extra hour available for the replay of scenes for any role player who needs additional practice.

Problem Participants

If a trainee refuses to engage in role playing or feedback discussion, just pass him over. Don't make an issue of it.

If there is an overtly hostile or insensitive officer, do not humiliate him or challenge him. Try instead to solicit participation from the others in the class. Either they will respond to him for you or he will eventually get the point by watching and hearing all the comments of others.

If there is someone who challenges the way you are conducting the sessions, use the research as a basis for this particular format, saying something like, "I can see where your way worked in what you were doing, but this training is based on the specifics derived from in-depth research; and the style I'm using is necessary to reinforce those specifics."

CRISIS MANAGEMENT PROCEDURES: VICTIMS

1. Introduce self by full name and title.
2. Briefly ask what happened; verify crime.
Example: "What happened . . . you mean you were forced to have intercourse?" i.e., establishing forced entry
3. Acknowledge ordeal for victim and reassure his/her immediate safety.
Example: "You've been through a terrible ordeal. You're safe now." (Do not blame victim.)
4. Verify victim's physical well being - take immediately to hospital if necessary.
5. Solicit victim's help in identifying suspect.
Example: "I'll be asking you a few questions about what happened and explaining what we're doing. I need your help with one thing right away -- finding the suspect. There are other officers waiting to look for him right now. The more information you can give me now, the better chance we have of finding him. Do you think you can calm down enough just to help with this? Good."
 - when did he leave
 - which way
 - was he alone
 - car license, description
 - carrying a weapon
 - physical description
 - did victim leave any marks to help in identification
 - when did victim first see him
6. Defuse crisis emotions
 - set up proper atmosphere
 - modulate voices
 - active listening
 - diversionary reality questions
 - reality confrontation
7. Establish elements of crime.
8. Pose simple choices to help victim regain some sense of control.
Example: "Would you like a friend or advocate called?"
9. Explain procedures that will follow.
10. Preserve crime scene and collect physical evidence.

MANAGING A CONFLICT SITUATION

1. Approach with full safety procedures.
2. Prevent injuries.
 - position self between disputant and any objects that might be used as weapons
 - separate disputants from each other - keep them out of each other's hearing and visual range
3. Make introductions - use full name and title and address parties as "Mr." or "Mrs." . . .
4. Avoid threats.
 - convey the idea that officers are here to assist in solving the problem, not necessarily to arrest or even to decide who is right or wrong
5. Create atmosphere of discussion.
 - look directly at disputants
 - remove hat
 - sit down
 - have disputants sit down
 - exclude outsiders (neighbors, sisters-in-law, etc.) from getting involved
6. Maintain verbal firmness but indicate openness. Do not threaten.
7. Ask diversionary reality questions.
8. Identify the facts.
9. Reinforce calm behavior.

DEFUSION TECHNIQUESNon Verbal Techniques

1. Eye contact: look directly at victim, even if victim is unable to make eye contact.
2. Uniform: remove hat and turn down radio, if possible.
3. Body posture: sit down and have victim sit down, or stand close enough and informally enough to express concern; far enough back to avoid being threatening.
4. Touching: facilitate the victim's initiation of touching by putting forth hand or placing it close on table to allow victim to reach out.
5. Encourage physical opposites: if victim continues extreme physical symptoms, encourage him/her to change. If victim is immobile, encourage him/her to walk somewhere with your guidance; if victim is working him/herself into more hysteria by frenzied activity, encourage him/her to sit down with you.

Verbal Techniques

1. Voice tone: pace questions slowly with a soft yet strong, calm voice to demonstrate control yet patience.
2. State the obvious reassurances: assure safety; preface difficult questions with "I know this is hard for you..."
3. Personalize statements: preface advice with "I think" or "I feel".
4. Generalize statements: demonstrate that victim's response is understandable and common. "I've found that most assault victims feel..."
5. Demonstrate active listening: victim needs to ventilate to concerned listener.
 - a. Allow silence: give victim a moment to collect thoughts after questions.
 - b. Reflective comments: reflect back to the victim some of what s/he said in summary form to encourage them to keep talking

Defusion Techniques - Page 2

.. V: ..."He jumped right through the window..."
O: ..."He just burst right in..."
V: ..."Yes, then he..."

c. Timely clarification and summaries: Clarify and summarize after the victim has finished a segment of the story. Do not interrupt repeatedly to clarify, and verify the summary by ending with: "Is that the heart of it?"; "Do I have it right?"

6. Diversionary reality questions: if victim cannot concentrate, does not want to ventilate, and seems to remain in an extreme emotional state, ask victim some simple, realistic, non-threatening questions to force his/her mind to focus in.
"How many people live with you?"

UNIT FOUR: COPING WITH CULTURAL DIFFERENCES

WHY

All citizens represent diverse backgrounds, education and experiences. The purpose of this section is to enhance an officer's ability to successfully contend with these different perspectives. The diverse backgrounds, education and experiences of citizens are particularly important when officers encounter victims in a state of crisis. By discussing relevant concepts involving coping with cultural differences in a framework of the overall curriculum, officers should be able to apply certain generalized techniques to individual situations with victims and witnesses from minority groups, various ethnic orientations, etc.

A panel of community group representatives of diverse cultural interests is important to explore these concepts in a meaningful fashion.

Recalling the intent-impact theory of communication presented in the "How" section of Unit Three under Role Playing, the panel provides an opportunity to share with the police the impact that the police in general have on their respective communities. The panel format will optimally encourage discussion regarding how these community groups and the police department may work together.

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WHAT

LEARNING GOAL #1

THE STUDENT WILL RECOGNIZE THE COMMUNITY'S EXPECTATIONS OF HIM/HER AND THE STEREOTYPED ROLES THAT OFFICERS ARE OFTEN CAST IN BY OTHERS. ADDITIONALLY, THE STUDENT WILL UNDERSTAND SOME OF THE APPROACHES TO COPING WITH CULTURAL DIFFERENCES AND WILL ACT IN A MANNER TO HELP PROMOTE A POSITIVE COMMUNITY ATTITUDE TOWARDS POLICE.

BEHAVIORAL OBJECTIVES

*The student will identify and give an example for each of the basic concepts of different responses to coping with cultural differences.

These will minimally include:

- Personal power/executive power
- What is/what ought to be
- Action/Reaction
- Tradeoffs/Payoffs

*The student will identify one major impact of the police experienced by each community group as represented by each panel member.

Lecture Review for Learning Goal #1

Coping With Cultural Differences: Significant Concepts

To provide a framework for discussion, several concepts are significant.

1. Definitions of Subject

- A. "Cope" -- of the several definitions given by Webster, the one which most nearly represents the idea we wish to explore is "to contend with successfully, on equal terms."
- B. "Cultural" -- "cultural" is, of course, the adjective which describes the word 'culture'. Two parts of Webster's definition of "culture" are significant for our discussion:
 "(1) the training and refining of the mind, emotions, manners, tastes, etc. (environment)" and "(2) the results of this training, refining of the mind, emotions, manners, etc. (the concepts, habits, skills, art, instruments, institutions of a given people in a given time)." We then arrive at a brief definition of "cultural", meaning "of culture -- obtained by breeding."
- C. "Difference" -- "the way or point at which people or things are different, or unlike."

Using the above definitions, we can restate the subject -- contending successfully, on equal terms, with the unlike results of the training, refining of the mind, emotions, and manners of a certain people at this point in our civilization.

II. In response to handling differences in people and situations, various syndromes are developed. Some important ones are:

A. Personal power vs. executive power

Personal power is the power to be something. It is a sense of personal charisma, qualities of leadership which some people possess no matter what their roles.

Executive power is the power to do something. It is role related rather than personally related.

Personal power is not necessarily related to executive power, though it can be. Executive power without personal power can be controlling, authoritarian, and often destructive. If the professional can couple both executive and personal power, his effectiveness will be great.

B. The "We-They" Syndrome

It seems to be a human tendency to divide ourselves into two categories--we and they. Then we add a value judgment which is very well summarized by Kipling in the closing stanza of his poem, "We and They:"

All good people agree

And all good people say,

All nice people like us are WE

And everyone else is THEY.

1. Some results of the "We-They" syndrome:

- a. We tend to see others as being different. This is true. However, the word different does not mean "good guy" or "bad guy" or "superior" or "inferior."
- b. Another example, we do not permit the "they" in our society to have the normal human capacities or limitations. We somehow expect others to act with

super human qualities even when, by every rational objective appraisal, the actions are inappropriate to the stimulus which triggers the reactions.

C. "What Is" versus "What Ought To Be"

Our judgment and our action are governed by our perceptions of what ought to be as well as what is. We must develop the techniques of understanding another person's perceptions.

Example: The Black community believes that too much power in this country is in the hands of the white majority; that in spite of the noble words of the Declaration of Independence and the Judeo-Christian ethics, the white majority intends to keep most of the power.

What is important, in the above example, of course, is not whether interrogating officers agree with the statement or not. What is important is that officers who interrogate Black people accept the fact that certain Blacks do agree with the statement. Accepting "what is" instead of trying to deal with "what ought to be" will thereby facilitate coping with cultural differences.

D. Action - Reaction

An action stimulates a reaction. You cannot change another person's behavior. He/she must change his/her behavior. The trick is to act in such a way that you increase the chances that the other person will react in a way that helps you reach your overall goal as well as your sub-goals. It is not too helpful

to say your goal is to "protect" society. The sub-goal of how to effectively interrogate a suspect, victim or witness is more meaningful.

E. Trade-Off - Pay-Off

Increase your awareness of the concepts of trade-offs and pay-offs. Understand the difference. Trade-offs: I give up something I want for something I want more. What I get, as a result of this, are pay-offs.

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HOW

This is a four-hour unit involving one hour of lecture and discussion and three hours of a panel of local community groups.

Whether an outside resource person or the trainer instructs this unit, the approach to this unit is crucial. Trainees must not be lectured, nor accused of racism, nor told what not to do, nor how to do anything. The stress should be on techniques and tools that might make communication easier during an interaction with a person in crisis, particularly one who is "culturally different". Discussion should be the rule.

Content

A Lecture Review is presented for the Learning Goal. The key points to get across are:

- The definition of coping with cultural differences
- The various syndromes developed to deal with cultural differences, as follows:
 - Personal power/executive power
 - The we/they syndrome
 - Action/reaction
 - Tradeoffs/payoffs

For each item, the instructor should begin by describing the concept and then asking the students to comment on the concept or to give illustrations or examples.

Guidelines for establishing and moderating the community panel follow.

Handouts

The outline presented following this unit should be given to the students at the outset of the lecture with room to make notations and annotate in the margins.

The Community Panel

I. Selecting the Panel Participants

- Representatives from at least two different community groups, no more than six;
- Representatives must be willing to work with law enforcement in a dialogue.
- Representatives should be active members of their respective communities, rather than politicians or members of the established order;
- Suggested participants are: ethnic minorities; Spanish surname, Black, Native American;
sexual minorities: lesbians, gay men, feminist groups

II. Preparing the Community Group Representatives

- Meet individually with each representative for the panel.
- Explain your purpose in setting up the panel as providing the officers with the community's point of view of the impact officers have on them, their fears and prejudices regarding contact with the police and what can be done to improve the interactions.

- Assess attitude. You will want to avoid representatives who will be openly hostile to officers.
- Go over format. Representatives should make presentations, then open to questions.
- Might want to go through possible questions asked.

III. Preparing the Officers

- Present format.
- Encourage officers to ask questions about presentations and coordination between police departments and community groups.

IV. Administration Details

- Request panel members to be at training location one-half hour before panel is to begin.
- Make sure each representative has map and everything to get there.
- Introduce panel members to each other.
- Check preferences for tea, coffee, etc., and have available.
- Make sure any financial arrangements are agreed upon and signed prior to class.
- Remember to send thank-you notes to each panel member who participates.

COPING WITH CULTURAL DIFFERENCES:I. PURPOSE

enhance contending with cultural differences

II. METHOD - CONCEPTSIII. CONCEPTS(a) Definitions:

- (1) "cope" - "to contend with successfully, on equal terms"
- (2) "culture" - "training/refining of mind; emotions, manners, taste, environment; results of training concepts, habits, skills of given people, at given time."
- (3) "difference" - "way in which people are unlike"
- (4) definition: contending successfully, on equal terms, with unlike results of training, refining of mind, emotions, habits, and manners, of a certain people at this time.

(b) Ownership of Power:

- (1) executive power
- (2) personal power

(c) The We-They Syndrome:(d) What is versus what ought to be:(e) Action/Reaction(f) Trade-offs and Payoffs

END