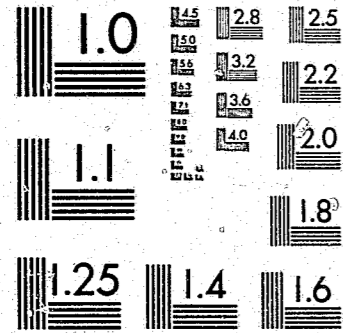


National Criminal Justice Reference Service

**ncjrs**

This microfiche was produced from documents received for inclusion in the NCJRS data base. Since NCJRS cannot exercise control over the physical condition of the documents submitted, the individual frame quality will vary. The resolution chart on this frame may be used to evaluate the document quality.



MICROCOPY RESOLUTION TEST CHART  
NATIONAL BUREAU OF STANDARDS-1963-A

Microfilming procedures used to create this fiche comply with the standards set forth in 41CFR 101-11.504.

Points of view or opinions stated in this document are those of the author(s) and do not represent the official position or policies of the U. S. Department of Justice.

National Institute of Justice  
United States Department of Justice  
Washington, D. C. 20531

11/27/84

# COUNSELING CRIME VICTIMS IN CRISIS

94257



**COUNSELING CRIME VICTIMS IN CRISIS**

by  
David A. Lowenberg and Paul Forgach  
for  
Aurora Associates, Inc.

U.S. Department of Justice  
National Institute of Justice

This document has been reproduced exactly as received from the person or organization originating it. Points of view or opinions stated in this document are those of the authors and do not necessarily represent the official position or policies of the National Institute of Justice.

Permission to reproduce this copyrighted material has been granted by  
Public Domain/Office of Justice Asst.,  
Research & Statistics/US Dept. of Justice  
to the National Criminal Justice Reference Service (NCJRS).

Further reproduction outside of the NCJRS system requires permission of the copyright owner.

Prepared under contract number J-JSIA-002-82 from the Office of Justice Assistance, Research and Statistics. Points of view or opinions stated in this report are those of the authors and do not necessarily represent the official position of Aurora Associates, Inc., or the U.S. Department of Justice.

Copyright 1982 by Aurora Associates, Inc., 1140 Connecticut Avenue, N.W., Suite 1200, Washington, D.C. 20036 (202/463-0950). Permission to reproduce all or part of this document for commercial purposes must be obtained from the copyright owner, except that the Federal grantor agency reserves a royalty-free, non-exclusive, and irrevocable license to reproduce, publish, translate, or otherwise use, and to authorize others to publish and use this work for Government purposes.

1982 by Aurora Associates, Inc., Washington, D.C.

## TABLE OF CONTENTS

	Page
Foreword	iv
Chapter One: CRIME VICTIMIZATION CAUSES CRISIS	I
Psychological Impact	
Crimes Against People (chart)	
Fear Cycle	
Crisis Theory and Symptoms	
Chapter Two: THE CRISIS INTERVENTION MODEL--A WAY TO HELP	4
Rationale for a Process	
LETRA Model of Crisis Intervention	
Crisis Intervention Training (chart)	
ABC Crisis Counseling	
Revised ABC Process (chart)	
Chapter Three: ON BECOMING A CRISIS COUNSELOR	II
Traits of a Counselor	
Communication Skills	
Response Styles	
Chapter Four: SETTING UP A PROGRAM FOR TRAINING VOLUNTEERS	15
Recruitment	
Training Format	
Model and Goals	
Synergistic Approach	
Chapter Five: IT WORKS IN PIMA COUNTY	19
Organizational Framework	
Emergency Services	
Research and Evaluation	
Conclusion	
Appendices	
A. Safety Procedures	23
B. Defusing Techniques	25
C. Three Case Examples	26
D. Exercise: Paraphrasing Strategy	35
E. Questioning--An Exercise and Categories	39
F. Sample Flyers	41
G. Do-Look-Learn Training Model	44
H. Conflict Resolution Mediation Model	45
I. Person-to-Person Resource Hunt	48

## FOREWORD

The social service system neglects victims of crime according to social science research.<sup>1</sup> Yet it's those same crime victims that are least able to cope with the personal and social problems their predicament presents. They're least able to manipulate services on their behalf. They are in no condition to challenge procedures or unresponsive service providers. Moreover, their plight, as a class, is further aggravated by the callous treatment they receive from the criminal justice system.

Within a brief span of seven years, local jurisdictions all over the country have established community service programs to help crime victims and witnesses. The impetus for these programs was to respond to two separate needs: victims need more humane treatment and the justice system needs more efficient case processing from investigation to trial.

Many people hired to staff these community service programs have professional experience in law enforcement, legal secretarial work, correctional counseling, and community organization. These professionals are usually chosen for their sensitivity to the plight of victims and witnesses and for their knowledge about the mechanics of the criminal justice system. As a result of this type of background, they require minimal training to activate social service referral and criminal justice information services needed by crime victims and witnesses.

However, one skill most staff are often unprepared to offer is crisis intervention. Program advocates encounter victims enroute to court who are emotionally traumatized by crime. They encounter witnesses by telephone who fear retaliation. Despite the fact that a number of these advocates do not feel proficient in handling crisis intervention situations, police officers, prosecuting attorneys, and social workers are now, more than ever, referring victims and witnesses to them for emergency support.

This book provides victim/witness\* program staff and volunteers with material to sharpen their crisis intervention skills. First, the reader will find state-of-the-art research findings and a summary of the psychological impact of victimization. A crisis intervention model is then explained. Next, specific counseling traits, skills, and training are discussed. The final chapter describes the Pima County Attorney's Office Victim/Witness Assistance Program, which served as the model for this book. The appendices include training concepts and exercises for both classroom and on-the-job settings. We hope this book will help other volunteer victim/witness programs respond more capably to those in crisis.

\* The authors use the term "victim/witness" as shorthand for "victim and/or witness."

## CHAPTER ONE

### CRIME VICTIMIZATION CAUSES CRISIS

#### Psychological Impact

From early childhood to adulthood, social institutions teach people to respect each other and obey the law. In return, one expects from society respect, justice, and protection from personal harm. The message is that we, as individuals, are primarily responsible for what happens to us, depending on what we have or have not done to respect society's expectations.

When, without warning or provocation, citizens are assaulted or burgled by a stranger, they suddenly feel overcome by disbelief and disgust. After some psychic paralysis these victims experience the incident's impact by feeling resentful, angry, and depressed. These feelings are often compounded by a state of confusion and despair where the victims question why they are the target and what they might have done to cause or avoid victimization.

Many crime victims feel that their sense of order in society and control over their life has been shattered by the experience. Victims question their understanding of how the world turns when the environment seems suddenly unpredictable.

A chart showing the psychological impact of victimization for specific crimes is presented below. The chart shows that crime adversely affects one's trust in others and one's sense of autonomy in managing personal affairs. It also demonstrates that the more serious the crime, the more extensive the psychological injury to the victim.<sup>2</sup>

CRIMES AGAINST PEOPLE						
Pocket Picking Purse Snatching	Auto Theft	Burglary	Robbery	Robbery With Assault	Sexual Assault	Homicide
Violation of extension of self: property	Violation of extension of self: home	Violation of extension of self: personal possessions	Violation of extension of self: personal possessions	Violation of extension of self: personal possessions	Violation of extension of self: clothing	Ultimate violation of self: the destruction of the person
Loss of trust	Loss of trust	Loss of trust	Loss of trust	Loss of trust	Loss of trust	
Threat to autonomy	Threat to autonomy	Loss of autonomy	Loss of autonomy	Loss of autonomy	Loss of autonomy	
		Threat to survival	Threat to survival	Threat to survival	Threat to survival	
			Physical injury to the external self	Physical injury to the external self	Physical injury to the external self	
					Violation of internal self	

Source: Morton Bard and Dawn Sangrey, *The Crime Victim's Book*.

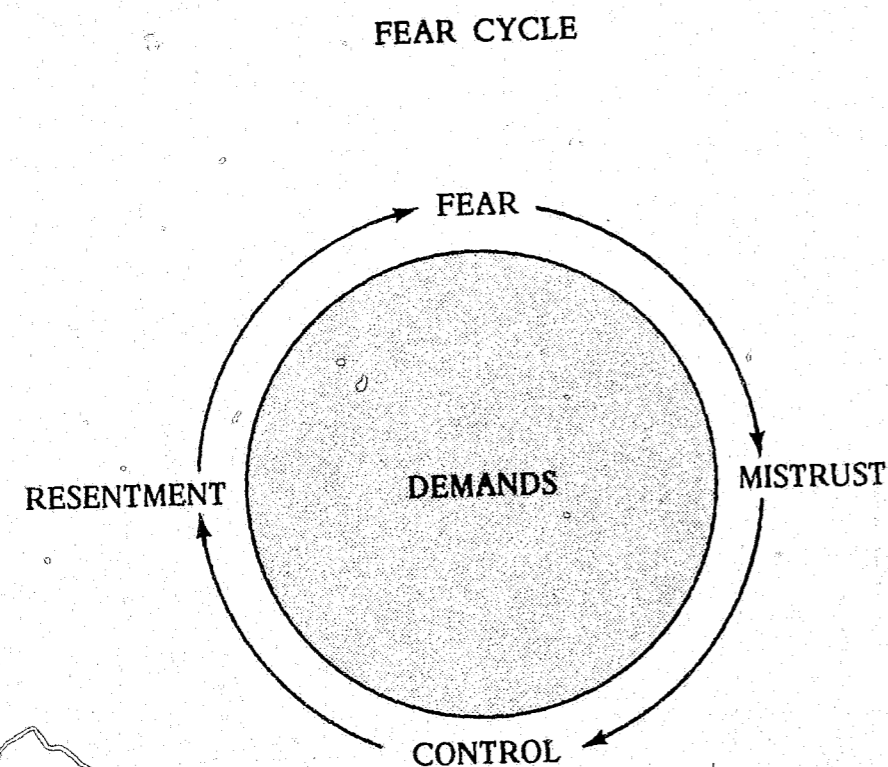
### Fear Cycle

Victimization typically causes grave emotional distress, as does fear of actual or perceived danger. One can become fearful of the criminal act, the perpetrator, and/or repeated victimization. This severe interpersonal fear may instigate a vicious cycle of feelings and actions within a victim.

The fear of what did happen or what might happen leads to mistrust of others, particular surroundings, and even one's perception and judgment. To combat the anxiety and discomfort which victims feel as a result of mistrusting people, they try to control all activities by placing unrealistic demands on themselves and others. Victims may build a fortress around their homes, refuse to go out at night, or avoid opportunities to meet new people. These measures often fail to help victims regain a sense of control and security, and in fact may aggravate greater fear. Consequently, since their needs remain unfulfilled, victims direct resentment towards everyone.

Once victims have attempted to resolve their fear and failed, the psychological cycle of fear, mistrust, control, and resentment worsens. Victims become more critical of themselves and more impersonal with others. In this pattern, the harder victims try, the worse it gets.

Victims in crisis frequently experience this fear cycle. They need to recognize this cycle developing in order to identify their behavioral patterns and realize the adverse results. Once aware of being in the fear cycle, victims can then begin exploring rational ways of better meeting their needs. But because they want to restore order to their lives immediately, they do not take time to work through these unpleasant feelings on a conscious level with assistance from others.



### Crisis Theory and Symptoms

A crisis can be defined as a threatening experience which seriously disrupts a person's psychological and social functioning.<sup>3</sup> The threat, which may be real or perceived, arises from the person's failure to cope adequately with an event that is generally outside the range of daily life experience. A principal factor of crisis is an imbalance between the difficulty and importance of the problem, and the resources immediately available to deal with it.<sup>4</sup>

Everyone reacts to a crisis differently. There is no universal law determining the sequence of emotions one experiences as a result of a crisis. However, crime victims have some physical and psychological reactions in common.

At first victims feel physically dazed and numbed. They may experience muscular weakness and chills. These reactions create a cushioning numbness with which victims meet the initial shock of personal or property violation and damage.

Then victims may begin to release a wave of anger expressing the hurt and sense of injustice felt inside. Their lips are often chapped from dehydration and their eyes may be red from tearing. In contrast, they may withdraw immediately into themselves without showing any emotions; all thoughts and feelings are internalized.

The victimization experience is so strong and the victim's needs are so great that the victim in crisis typically does not take care of the body. The victim's adrenalin accelerates, raising the blood pressure. The body begins to lose fluids from crying, sweating, and urinating. Without giving it much thought, the victim starts drinking a lot of coffee, tea, or alcohol, which makes the victim more nervous. By now, the heart pulsates rapidly and the victim feels drained.

Water is one of the best liquids to consume in a time of crisis. It restores lost body fluids and has a calming effect. A good diet is also important for maintaining strength and equilibrium. Rest and exercise are equally important to keep the victim's mind and blood pressure in balance.

One of the most difficult feelings encountered by victims is self-blame. This feeling is often tied to the belief that one is responsible for what happens to oneself. It's hard for people to accept the fact that they cannot control everything that happens. Yet, the inability to accept this does not alter reality; one often lacks control and responsibility for many of life's events. Many victims report nightmares about the traumatic event. Sleeping soundly or concentrating on a task for any length of time may be difficult due to intense emotions. Additionally, the victim may experience headaches and a loss of appetite, which are symptoms of depression. These physical and psychological symptoms may last a day, a month, or a year.

The severity of a crisis depends on many intrapersonal factors: one's upbringing; previous experiences; state of mind; and relationships with significant others. The nature of the crime and type of interpersonal intervention that follows will also influence the victim's response to a crisis. Thus, some people need a lot of help and some people need very little help to handle a traumatic event. Regardless of degree, the point remains: help is needed.

**CHAPTER TWO**  
**THE CRISIS INTERVENTION MODEL**

--  
**A WAY TO HELP**

**Rationale for a Process**

Crime victims in crisis feel out of control and perceive chaos around them. The security and predictability of their lives have been abruptly violated without provocation. The victim's family and friends may aggravate the situation as a result of their own fears and anxieties about what occurred. Law enforcement officials will be somewhat helpful in defusing the situation, but their primary missions are to secure the crime scene and apprehend the perpetrator. Someone more able must provide crisis counseling to the victim.

A police officer or prosecuting attorney may request a victim/witness assistance program advocate to help a victim by offering crisis counseling. The advocate is being asked to enter a tense situation and take control. The advocate must not compound the problem by being nervous and unsure.

By learning a step-by-step process of crisis counseling, the advocate approaches a victim in trauma with confidence and effectiveness. A viable crisis intervention process is standardized and easy to follow, giving the advocate a conceptual framework on which to rely when dealing with the victim. The advocate draws upon the process to know how to proceed and how to assess the progress being made. In turn, the victim gains strength and assurance by staying with and working through the problem-solving process. An untrained advocate, who responds from gut feelings and has no definitive plan, is likely to keep the victim in a state of inertia.

**LETRA Model of Crisis Intervention**

Law enforcement in the United States has been handling crisis situations without any formal training for over a century. About a decade ago, police began receiving information that showed many officers were being killed and injured in emotionally volatile incidents, especially domestic disputes. Consequently, law enforcement personnel were eager to learn how to increase their safety and how to take control in potentially explosive situations without using force.

Soon thereafter Drs. Liebman, Schwartz, and Silk, who are trainers in communication skills, developed a crisis intervention model designed for law enforcement officials.<sup>5</sup> The LETRA Model allows police to manage a crisis situation in a safe and efficient manner. It consists of four chronological steps: *safety procedures, defusing techniques, interview methods, and action alternatives.* In the following section, the LETRA Model is adapted for use by victim/witness program advocates.

**I. Safety Procedures**

Prior to responding to a crisis call, the program advocates obtain from the referring agent, usually a law enforcement official, as much information about the danger level as possible--including weapons, substance abuse, and whether the problem is acute or chronic. Advocates should arrive at the scene of the incident in pairs, park at least one house from the designated area, and observe what is happening for a few moments before entering the area. If there is any possibility of violence, the advocate team should insist that law enforcement officers be present. Also, the advocates should not stand directly in front of the door while knocking; it makes them easy targets for those who respond to their knocking. (See Appendix A for more information on safety procedures.)

**II. Defusing**

When a victim is in a state of shock, quite emotional, and/or somewhat hostile, the advocates employ defusing techniques to get the victim's attention. First, the advocates introduce themselves and explain their role. Then, they find out how the victim would like to be addressed, by first name, surname, or nickname. Next, they focus on some items in the house or on the children and inquire about them. The advocates may want to get a glass of water for the victim or ask the victim to take a couple of deep breaths for a calming effect. If there are two people arguing, the advocates talk them into separating and encourage them to sit down. (See Appendix B for additional defusing techniques.)

**III. Interview**

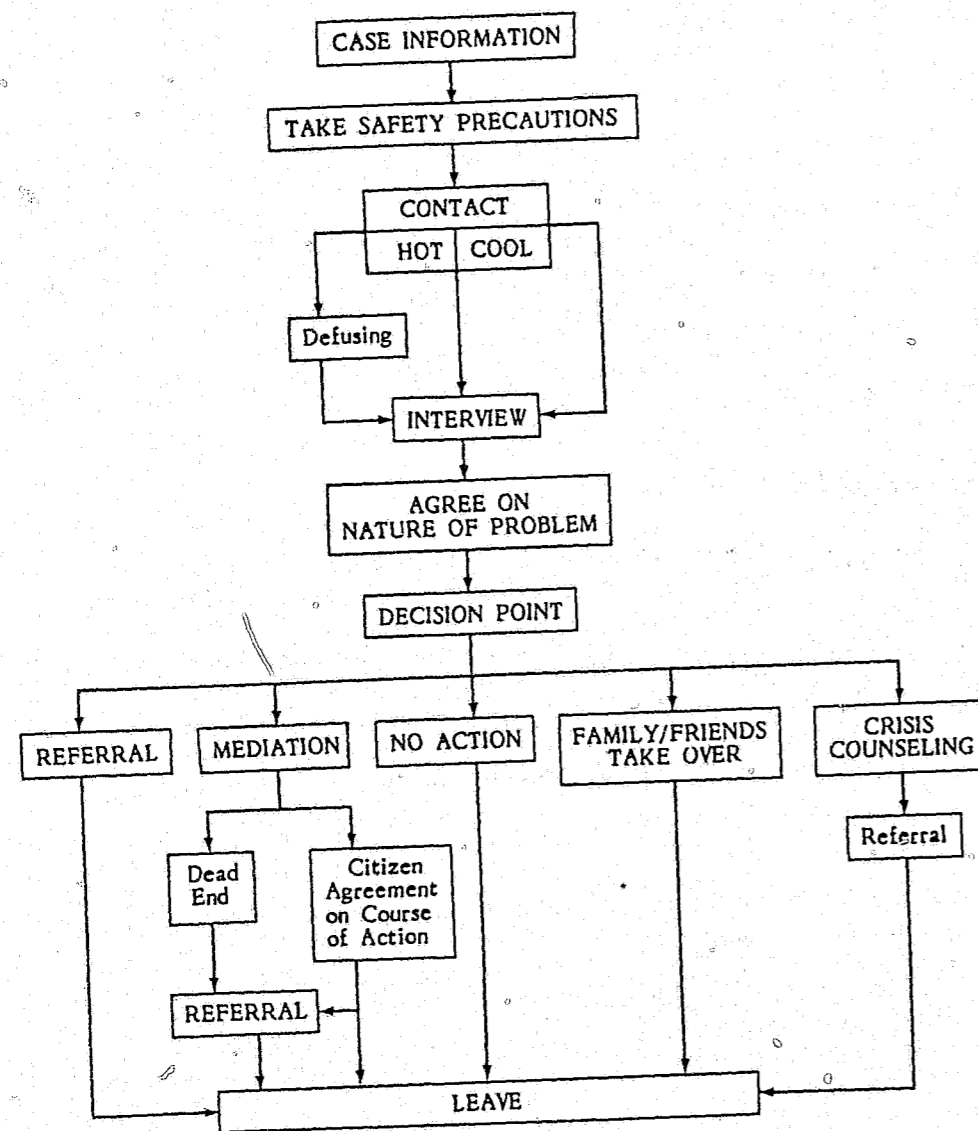
Once the victim is calm and seems attentive, the advocates start the interview by asking some basic questions, such as questions about health condition, family and friends in town, and employment status. After the advocates become acquainted with the victim, they can then concentrate on talking about what happened and what the victim's major concern is at this time. The important point for advocates to remember is to make sure the victims spell out the main problem causing their crisis state. The interview process will be discussed in greater detail in the upcoming section.

**IV. Action**

Once the principal problem is identified, the advocates are in a position to help the victim look at options for resolving it. No one knows the dimensions and complexities of the problem better than the victim. Therefore, the victim, not the advocates, must ultimately choose which course of action to pursue. The advocates can further assist victims by helping them look at the likely consequences of the plan of action. The succeeding section discusses this step further.

A chart of the Schwartz-Silk Model is presented below.

CRISIS INTERVENTION TRAINING\*



\* LETRA Model, Modified for Victim/Witness Advocates.

ABC Crisis Counseling

The LETRA Model emphasizes safety promotion for law enforcement officials who encounter domestic disputes. The most significant parts of the model for victim/witness advocates are the interview and action steps. These steps are adequate for law enforcement officials, but program advocates require a more comprehensive interview and action planning process in order to help victims and witnesses recover from emotional trauma.

Two noted mental health professionals developed a thorough interview step as part of a crisis intervention process for social workers.<sup>6</sup> This crisis intervention interview approach is called the ABC process. The letter "A" stands for *achieving contact*; the letter "B" stands for *boiling down the problem*; and the letter "C" stands for *coping with the problem*. (The authors of this book have revised the coping stage of the process to concur with what has been more effective in their professional experience.) The ABC process is a problem-solving strategy applied to people in various crisis situations, not only crime victims and witnesses. The goal of the ABC process is to help clients redistribute their anxiety into a constructive adaptation.

Before working with the victim on the crisis problem, advocates must first *achieve contact* by opening lines of communication. After the advocates introduce themselves and explain their purpose, they should make eye contact with the victim and say, with conviction, that the victim is safe and protected now. Then they find out how the victim would like to be addressed. The next step is to inquire about the victim's health, family relations, and employment status in order to gain background information and help the victim calm down. The victim has a right to ask the advocates questions as well.

Then, the advocates should identify the feelings they see the victim displaying and ask if their perceptions are correct. These questions help the victim become oriented and gain some self-control. The dialogue now moves from the superficial level to the real issues and concerns.

Once feelings are correctly identified, the advocates start working with the victim on *boiling down the problem*. The advocates determine the victim's most pressing problem by asking. They emphasize the point that only one problem can be worked on at a time. Throughout the process, the advocates encourage the victim to stay with the "here and now" and not wander into discussing the past for an hour or more. The advocates are not psychoanalysts; they are crisis interveners charged with providing emotional first aid and referring the victim to social service agencies if necessary.

At this juncture the advocates and the victim begin *coping with the problem* through brainstorming—defining needs and assessing resources. This activity determines the victim's wants and what the victim is willing to do to satisfy these wants. Subsequently, the advocates go through the possible solutions with the victim to find the one which is most practical and satisfying from the victim's perspective. If the victim is uncertain about what might work, the advocates should ask the victim to think of what to recommend to a friend in a similar situation. Lastly, the advocates and victim formulate a plan of action which includes a time commitment, needed resources, and specific activities.

The advocates need to check with the victim to make sure the proposed solution will alleviate the most pressing problem. A verbal commitment from the victim to follow through is also essential. The advocates and victim should agree to a specific time to talk again during the next day. This will allow the advocates to determine how the victim is doing and whether any follow-up services are required for improving the victim's emotional stability and social welfare.

An outline of the ABC process is presented below. (See Appendix C for three case examples that use the process.)

### THE REVISED ABC PROCESS OF CRISIS MANAGEMENT

#### A. Achieving Contact

1. Introduce yourself: name, role, and purpose.
2. Tell the client s/he is safe and protected now.
3. Ask client how s/he would like to be addressed: first name, surname, or nickname.
4. Collect client data: residency, family relations, health condition and employment.
5. Ask client if s/he has a counselor and if s/he is taking any medication.
6. Identify client's feelings and ask for perception check.

#### B. Boiling Down the Problem

1. Ask client to describe briefly what has just happened.
2. Encourage client to talk about the here and now.
3. Ask client what is the most pressing problem (one at a time).
4. Ask client if it were not for said problem would s/he feel better right now.
5. Ask client if s/he has been confronted with a similar type of problem before, and if so, how did s/he handle it then.
6. Review with client what you heard is the primary problem.

#### C. Coping With the Problem

1. What does the client want to happen? (Give other options.)
2. What is the most important need--the bottom line?

3. Explore what client feels is the best solution.
4. Find out what the client is willing to do to meet his/her need.
5. Help client formulate plan of action: resources, activities, and time.
6. Arrange follow-up contact with client for the next day.

There are three significant messages for advocates to voice throughout the ABC counseling process:

1. I am sorry that this has happened to you.
2. It is not your fault that the crime was committed.
3. You will be able to recover from this tragedy in time.

Obviously, advocates should not articulate these points if they do not believe they are true in a particular case.

It is important for all advocates to learn a crisis intervention process, whether they are paraprofessionals, volunteers, or professional staff. Yet knowledge of the process does not automatically make someone a competent crisis interventionist. One's attitude, personality, and skill potential are equally important criteria in determining whether an individual can be effective in this helping profession. Additionally, there are some essential counseling principles in helping victims and witnesses meet their needs. By learning these counseling techniques and experimenting with the crisis intervention process in the classroom setting before using it in the field, an advocate can approach a victim in crisis with confidence and effectiveness.



## CHAPTER THREE ON BECOMING A CRISIS COUNSELOR

### Traits of a Counselor

The crisis intervention staff of the Pima County Attorney's Victim/Witness Program work on the humanistic assumption that people deserve to be treated with respect. Program personnel show the victim/witness *respect, warmth* and *empathy* by their words, tone, and actions.

To achieve significant contact, the advocate listens to the internal feeling level of the victim/witness so that both parties can work effectively together. In expressing sympathy, the advocate identifies with what the client is feeling and can communicate it back. Warmth is shown through the expression of concern and affection, as well as non-verbal gestures of understanding.

An advocate who demonstrates the personal qualities of *maturity, honesty, and genuineness* can handle crisis situations with *objectivity* and *confidence*, interacting successfully with others without the need to dominate conversation or to manipulate actions. Advocates must serve the client's needs, not their own.

Most victims are very resourceful in resolving their problems. They have more inner strength and insight into what will work best than anyone else. Accordingly, a good advocate fosters *independence*, rather than dependence. The victim/witness in crisis needs support and guidance but does not need to be led around like a child.

An individual who is very judgmental and likes to give advice will make a poor counselor. A judgmental person does not take the time to understand a client's problem, but rather tells the client what to do or not to do. In a successful counselor-client interaction, the advocate understands and supports the fact that clients have the power to affect the outcome and draw on their own resources and skills to resolve their problems.

### Communication Skills

A contemporary research study on interpersonal communications found that the words transmitted in a conversation make up a small percentage of the message received by the listener. Non-verbal communication has the greatest impact on the listener. Facial expressions, hand gestures, and body language are what people see and hear more than actual words. Even tone has more impact than words do on how a message is interpreted. These findings have far-reaching implications for anyone interested in providing professional counseling services.

*Active listening* is one of the most important communication skills. Sitting back and staring into space is not active listening. Active listeners show the speaker, by the expression on their face, the forward lean of their torso, and eye-to-eye contact, that they are interested in what is being said.

The speaker knows that the listener is concentrating on the message. Without seeming to interrupt the speaker, active listeners encourage the speaker to continue talking by nodding their head and by asking the speaker to explain in more detail.

Observation of non-verbal cues is another essential communication skill. Often, a victim/witness says that everything is all right but the facial expression, skin color, or body posture says something different. Also, the immediate surroundings of the victim/witness may indicate that the individual is in a state of disarray. Their physical appearance and home environment can provide a wealth of information about their values, interests, and personality.

In a crisis intervention session, it is important for the advocate to ask the victim/witness to stop talking for a moment and openly *reflect* upon what has been said so far. Advocates also take this opportunity to reflect on what they see going on with the client. This communication allows both parties to crystallize and organize concerns and ideas that are presented verbally and non-verbally. It also has a calming effect and ensures that both individuals are hearing and seeing the same thing.

Sometimes a victim/witness has difficulty expressing a thought. An advocate can help the client clarify thoughts by *paraphrasing* what was said and then asking if that was the point the client was trying to make. Even if the advocate is off target about what the client is saying, the client will appreciate the advocate's attempt to understand. Paraphrasing helps an advocate avoid making assumptions about what was heard and allows confirmation through client feedback. Paraphrasing can also facilitate moving a conversation from a superficial level to a personal level. (See Appendix D for a paraphrasing exercise.)

Like paraphrasing, good *questioning* skills also reduce the likelihood of the advocate misunderstanding the client. The advocate helps the client expand on a thought, consider other ideas, and move toward a decision by asking open-ended and non-threatening questions. (See Appendix E for examples of useful question categories and a question framing exercise.) There is less confusion and more encouragement for a client to talk through the problem when an advocate uses both paraphrasing and questioning skills.

### Response Styles

There are five main helpful response styles in a helper/help-seeker relationship: *evaluative*; *teaching*; *supportive*; *probing*; and *understanding*.<sup>8</sup> Each of these responses has a different intent and is, therefore, appropriate in different situations.

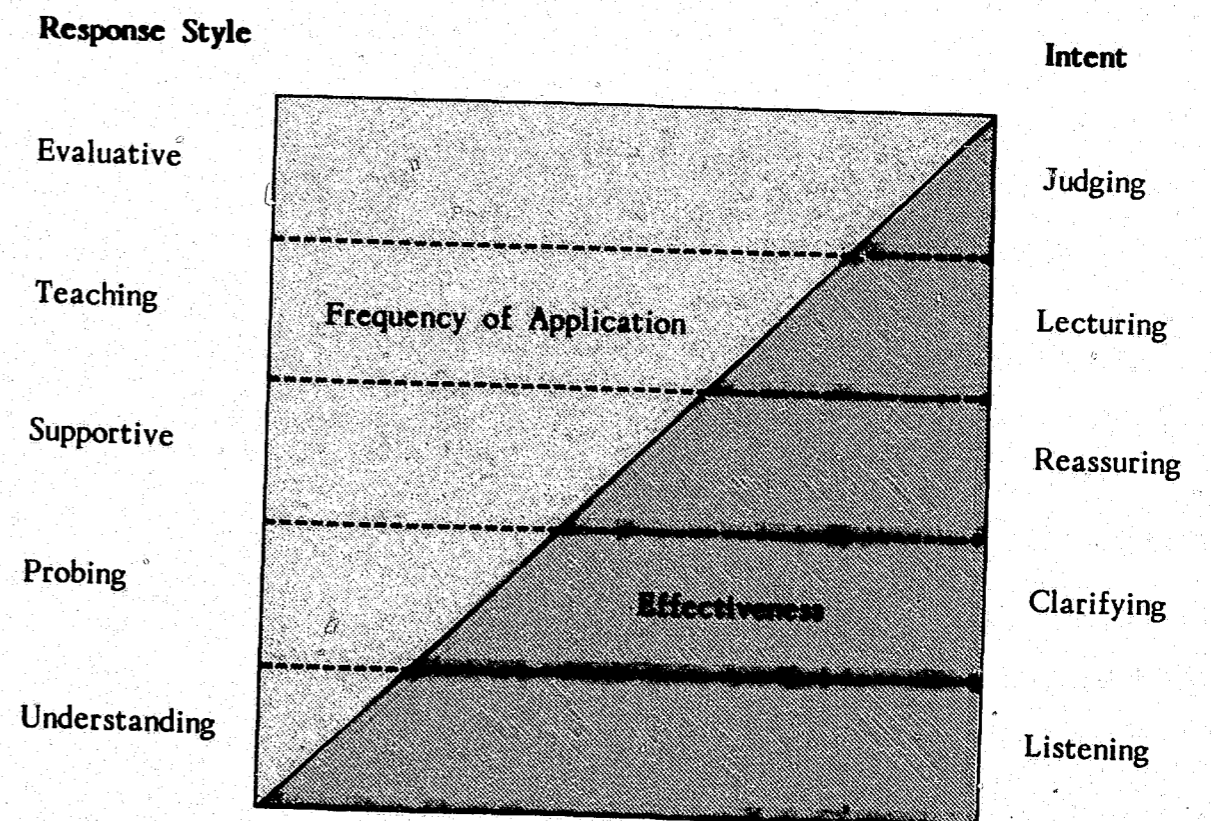
The intent of the *evaluative* response style is to judge the help-seeker's behavior and is used in a critical situation. When the help-seeker is about to take a lethal dose of drugs or about to harm someone, the helper has little time to intercede, so acts judgmentally by physically stopping the help-seeker or by telling the client how bad the behavior is. Children frequently see the evaluative response style displayed by their parents.

The intent of the *teaching* style is to lecture the help-seeker in what to think about the problem. The helper fears that the help-seeker is neglecting to consider all of the facts or options available, so the helper wants to give the help-seeker more information before a decision is made. Students are usually exposed to this response style in the school system.

Help-seekers who feel depressed or unsure about whether they can pass a particular test, need support. The intent of the *supportive* style is to reassure the help-seeker with positive comments. The helper tries to encourage the help-seeker to act on the problem by using verbal strokes. This is the most prevalent response style taught in universities to counseling students.

To assist help-seekers draw upon their personal strengths and resources in resolving the conflict, the helper will employ the *probing and understanding* response styles. The intent of probing is to get the help-seeker to clarify issues, and the intent of understanding is to listen earnestly to the help-seeker. Both response styles allow the helper to achieve better contact with the help-seeker while treating the help-seeker with the utmost respect and dignity.

Dr. Carl Rogers, in his research for the Center for the Study of a Person, contended that most people use the evaluative and teaching response styles in face-to-face communications, but that the probing and understanding responses are more effective in working with the help-seeker. The five categories and each one's intent are compared below.



All the response styles are helpful; it is a matter of determining which style is most effective given the dynamics of the particular situation.

Community citizens can learn these basic counseling skills and crisis intervention strategies and learning what it takes to be a high-functioning crisis counselor is the important first step. Practicing the skills and approaches under supervision of a qualified trainer is the next step in becoming a competent crisis intervener or trainer.

## CHAPTER FOUR

### SETTING UP A PROGRAM FOR TRAINING VOLUNTEERS

#### Recruitment

Few communities can afford a paid full-time professional staff to provide crisis intervention services around the clock, 365 days a year. Local government policymakers are more likely to allocate monies for a small professional staff to train and supervise volunteers in providing these services. Government jurisdictions and private foundations like to see a human service program be cost efficient by employing volunteers. Funding sources are also receptive to the community's education in crime issues that training sessions provide.

The Pima County Attorney's Office Victim/Witness Program has been successful in obtaining community resources for volunteer recruitment. The staff began recruitment efforts by working with the Tucson Volunteer Bureau and the Correctional Volunteer Center to identify and refer potential volunteers to the program. Additional recruitment techniques have maintained the recruitment campaign.

The staff use the media to broadcast public service announcements and to publish articles on the program. Whenever the staff are invited to speak to college classes and civic groups about the program, they stress the need for volunteers. Police officers, prosecuting attorneys, and social workers have been referring relatives and friends to the program for volunteer work in the office or in the field.

Both the community college and the university encourage students to volunteer by giving class credit for their program work. As a result, the program receives undergraduate and graduate students every semester. The staff make sure that the students experience all aspects of the program. The special attention staff give to students has given the program a good reputation among the academic faculty, which has led to students wanting to do their course field placement requirements in the program.

The staff have spent additional time recruiting minority volunteers by giving presentations to minority church congregations and conducting training classes in minority neighborhoods. Furthermore, staff have asked minority community leaders to assist them in recruitment efforts. Consequently, the staff have been somewhat successful in recruiting minority volunteers.

There are also career benefits that help to attract program volunteers. The volunteers receive training in new skills that they can include in their resumes. They establish working relationships with many professionals from different agencies in which there might be job openings later. Frequently, the full-time staff advocates were program volunteers before they were hired. Many volunteers can rely on staff for reference letters when they pursue employment.

The program staff have never experienced much difficulty in recruiting volunteers. The significance of the job, the dynamics of the working environment, and the personal growth attained through learning attract volunteers. The duties of responding to crisis situations on nights and weekends and rendering court-related services to witnesses during office hours allow volunteers to work closely with law enforcement, the court system, and the social service network. Consequently, most volunteers hear of opportunities by word-of-mouth.

### Training Format

Anyone interested in participating in the crisis intervention training sessions may attend. The program staff does not pre-screen applicants. Individuals interested in the training are sent information that explains ground rules, goals, and content (see Appendix F). Some enrollees are professionals from social service agencies who are only interested in enhancing their interpersonal skills and do not intend to volunteer. Enrollees interested in volunteering are considered candidates at the end of the training, thus the training sessions serve as a screening mechanism for selecting volunteers. The training allows the staff to assess the capabilities of the prospective volunteers and, in turn, the prospective volunteers can determine whether they are still interested in becoming volunteers.

The training sessions consist of three-hour time blocks (7 p.m. to 10 p.m.), one evening a week for eight consecutive weeks. A participant who misses more than one evening is ineligible to complete the training. The training is limited to 50 participants, with each participant paying \$10 in the beginning to cover the cost of materials.

### Model and Goals

The Pima County Program staff structure the volunteer training with a Do, Look, and Learn Model. (See Appendix G for further detail.) The rationale for the model is the educational theory that:

1. If one only hears a presentation (via lecture), the individual soon forgets most of what was taught.
2. If one hears and also sees a presentation (via adding visual aids), the individual remembers most of what was taught.
3. If one hears, sees, and even experiences a presentation (via adding active participation), the individual learns what was taught.

Thus, the training staff have designed courses that involve participants from start to finish in action-oriented exercises.

The staff asks trainees to perform certain activities, and, after completing these tasks, to look at what they've done and to discuss what they've learned from it. The staff ask participants four questions:

1. What did you see?
2. What did you learn about yourself, others, and/or the situation?

3. How could you use what was presented?
4. How would you change what was presented?

The staff encourage participants to respond to each question verbally and to answer the questions in sequence. This Do, Look, and Learn Model teaches the trainees how to understand and apply their activities to themselves and to other trainees. This educational process promotes self-appraisals and interpersonal feedback, helping participants improve their skills by identifying what they did effectively and what they did that needs correcting.

The program staff uses the Do, Look, and Learn Model to accomplish five goals in training volunteers: *The first goal* is to teach the LETRA Model, the ABC Revised Process, and the Conflict Resolution Mediation Model. (The first two crisis intervention strategies were presented in Chapter Two. The Conflict Resolution Mediation Model is a strategy for domestic and neighborhood feuds. See Appendix H for detailed information on this model.) *The second goal* is to teach the required counseling traits and skills, discussed in the previous chapter, for volunteers to use in implementing the first goal. *The third goal* is to educate volunteers about specific crisis situations: violent crimes; property crimes; mentally ill patients; death notifications; and domestic disputes. *The fourth goal* is to inform the volunteers about available community resources and about how to make an effective referral. *The fifth goal* is to give volunteers an opportunity to learn about themselves.

### Synergistic Approach

Each step of the training builds on the previous step and all steps overlap. Every training exercise is processed by the trainees with the Do, Look, and Learn Model. As the trainees move from one exercise to the next, they become more at ease with the group and take more risks. There is a positive correlation between increasing the risk factor in training and increasing the learning, skill building, and personal growth of the trainees. This development pattern translates into three training stages: trust building, skill building, and problem solving.

The first series of exercises builds trust among trainees. The exercises encourage trainees to get to know each other and to feel comfortable with the group. The get-acquainted exercises legitimize the trainees moving around the room to meet each other (see Appendix I for example) and legitimize the trainees dividing themselves into small groups to discuss personal items (see Appendix D for example).

The trainees are now ready to take some risks and develop skills. First, the trainees work on communication skills in two's and three's, practicing these skills with their partners by talking about themselves. Next, they learn about helpful response styles and use them on each other in a structured format. Trainees are also given the opportunity to draw on their intuition in order to check its accuracy and reliability.

After learning these communication skills, the trainees are exposed to problem-solving strategies. Staff presentations explain the philosophy, purpose, and benefits of the problem-solving strategies. The staff demonstrate the crisis

intervention processes by role playing. Then the trainees role-play the problem-solving exercises in small groups and learn about and role-play specific crime victim situations: sexual assault, domestic violence, burglary, robbery, and homicide.

There are other important topics covered in the training which use both lectures and exercises. They are the following:

1. cultural values and differences;
2. comparing and contrasting values, inferences, and facts;
3. mechanics of the criminal justice system; and
4. needs of and services for victims and witnesses.

Many visual aids and a few training films are used in the sessions to augment the experiential procedures. Also participants give the staff feedback on the structured exercises in front of the group and on evaluation forms.

About 80 percent of crisis intervention cases are referred to community service agencies for follow-up assistance, so the final part of the training covers the eligibility requirements, working hours, and services of community referral agencies. The staff instruct the participants to contact the referral agency first to make sure it is the place to send the client. Staff encourage participants to become acquainted with the staff of the main referring agencies and maintain contact with them, especially after referring a client.

During the training session, the participants are scheduled to accompany the staff in the field as observers of the Crisis Unit. At the end of the session, those participants who are interested in volunteering are encouraged to sign up to observe law enforcement during an eight-hour shift. Afterwards, they are interviewed individually by staff. If the staff accepts them, they begin working in teams with seasoned volunteers for a two-month apprenticeship. Once the initial training is completed, the volunteers are expected to attend monthly in-service meetings to discuss program issues and to receive additional information on duty-related subjects.

## CHAPTER FIVE

### IT WORKS IN PIMA COUNTY

One of the most comprehensive victim/witness crisis intervention programs in the country serves about 450,000 residents in the metropolitan area of Tucson, Arizona. The Victim/Witness Assistance Program of the Pima County Attorney's Office started with a Law Enforcement Assistance Administration (LEAA) grant in October 1975. The program has the following three goals:

1. To enhance the quality of justice by satisfying the emotional, social, and informational needs of victims and witnesses.
2. To increase the willingness of victims and witnesses to cooperate with police and prosecutors after they have reported a crime.
3. To save time for the county attorney and law enforcement officers by reducing their social work functions.

#### Organizational Framework

To accomplish these goals, the staff help victims and witnesses recover from the trauma of crime, and alleviate their primary difficulties in the judicial process. They provide emergency and follow-up supportive services 24 hours a day, seven days a week, in the following:

- On-site Crisis Intervention
- Social Service Referrals
- Witness Notification and Assistance
- Community Education about Victimology
- Family and Neighborhood Dispute Mediation

The Tucson Police Department and the Pima County Sheriff's Department worked with the Pima County Attorney's Office to develop the program. All three law enforcement agencies prepared the grant application, hired the staff, and created the referral process that brought clients to the program. An administrator, five advocates, one social service aide, and two clerk-typists were hired full-time.

#### Emergency Services

From the onset, law enforcement insisted that the program be capable of rendering crisis intervention services to crime victims and witnesses. Police officers and prosecuting attorneys identified the following primary needs of victims and witnesses who experience trauma as a result of a criminal incident:

short-term counseling; companionship for support and protection; alternative temporary housing; and financial assistance. The law enforcement cases designated for priority referral to the program for crisis intervention are the following: crime victims/witnesses; domestic disputes; and sudden deaths.

First, staff trained law enforcement personnel in identifying people in crisis, and then educated police and prosecutors about the appropriate methods for making referrals to the program. The information gained from these liaisons played an important role in helping the program managers prepare organizational policies and operating procedures.

When a commissioned officer or prosecuting attorney determines that a victim/witness requires either emotional or social first aid, the referring agent instructs the city or county communication dispatcher to summon the program staff to the scene by means of a pagecom system. This is a beeper, worn by the person on call, that signals the user to phone in for information on where crisis assistance is needed. The referring agent stays with the victim/witness, providing protection and comfort until the staff arrive to assume this function. The staff in turn, always give the referring agent feedback about the welfare status of the victim/witness within a couple of days.

With a professional team of seven, the staff realized from the beginning that they would have to rely on community volunteers to assist in handling the crisis client case load. To recruit volunteers, the staff publicized the need using electronic and print media. They also requested help from college classes and civic organizations. After the recruitment period, the volunteers received both classroom and on-the-job training in crisis management. After successfully completing this training, they were permitted to handle cases on their own. (See Chapter Four for a fuller explanation of volunteer recruitment and training.)

To ensure self-protection and enhance learning, the volunteers always respond to a crisis referral in pairs. There are about 40 active crisis intervention volunteers, each contributing 20 hours a month to the program. The volunteers receive in-service training once a month, during which a specific topic is addressed by staff or outside experts.

For the first 18 months of the program, most commissioned personnel and trial attorneys were hesitant to call upon the program staff to intervene in crisis situations. But once the staff established a track record of being reliable, helpful, and cooperative, the program's rate of crisis phone calls increased substantially. Moreover, the patrol officers encouraged the staff to take crisis referrals of all types: attempted suicides; car accidents with injuries; and public welfare problems.

In accordance with this demand for increased services, the staff met with law enforcement liaisons to restructure the crisis intervention operation so that the program could handle the escalating referral rate. The two main law enforcement agencies agreed to take turns furnishing the program with a radio-equipped unmarked car. A team comprising a staff member and volunteer (or two volunteers) drive the vehicle every evening between 6 p.m. and 3 a.m. Outside of these hours, the staff and volunteers still respond to crisis referrals via the pagecom system.

Over the radio, the law enforcement communication dispatchers refer to the program's unmarked vehicle as CRISIS ONE. CRISIS is an acronym for Community Response Into Situations Involving Stress. As anticipated, the majority of emergency service referrals received by the program are initiated by patrol officers when CRISIS ONE is mobile in the field.

### Research and Evaluation

In the first six months of 1981, the program averaged 185 crisis intervention cases per month, or six cases per day. The average crisis case took staff about two hours to complete. The most frequent type of crisis case referred for intervention involved domestic violence. In calendar year 1980, the program responded, on the average, to the following crisis cases:

- 4 domestic violence cases per day
- 1 crime victim per day (excluding sexual assaults)
- 1 sexual assault every other day
- 1 death notification every third day

The Law Enforcement Assistance Administration contracted an independent research firm to evaluate the program.<sup>9</sup> The firm determined that the staff and volunteers did a superb job of assessing and satisfying the needs of victims and witnesses served by the program. Further, the staff was credited with doing a good job of attracting support and referrals from law enforcement and trial attorneys. A cost analysis study revealed that the crisis intervention and follow-up services of the program were cost beneficial to law enforcement.

The program was also evaluated by university students and a national mental health team. The students surveyed police and trial attorneys and found that both professional groups indicated that the program saved them work time. The national mental health team made an on-site visit and concluded that the program made the work of police and prosecutors more tolerable.<sup>10</sup>

As a result of the research findings and the community support, the program received local government funds to continue operating after the federal grant expired. Both the Pima County Board of Supervisors and the Tucson City Council and Mayor voted to absorb the total operating cost of the program, beginning July 1, 1978. For Fiscal Year 1981, the program received an operating budget of approximately \$230,000.

### Conclusion

Law enforcement officials have been aware of the fact for many years: victims and witnesses need crisis intervention services. They did not have the time or interest to provide the services, but they did want some community agency to provide them. Since most violent crimes occur during evenings and weekend hours, and since law enforcement officials have been unsuccessful in persuading existing social service agencies to establish longer hours, helping new programs develop as referrals for crisis intervention was well worth their time and effort. The Pima County Program demonstrates that social services staff and volunteers can provide this needed service and work effectively with law enforcement agencies.

Police officers and prosecuting attorneys are pleased to be in the position of no longer ignoring a victim's emotional or social needs. Such crisis intervention programs link law enforcement with social services in order to better serve their communities. Pima County provides this crucial response around the clock, while many other programs have done an excellent job by using a 24-hour telephone hotline or by responding the next day after screening police reports.

No matter how programs establish response services, they demonstrate an important realization in communities across the country: crime victimization is not a law enforcement problem--it is a community problem. A crisis intervention service opens the door for concerned citizens to work hand-in-hand with law enforcement agencies in creating solutions.

## APPENDIX A

### SAFETY PROCEDURES FOR CRISIS INTERVENERS

1. **Dress Code** (The clothes and shoes that you wear should not hinder your mobility.)
  - a. Women should avoid wearing a dress.
  - b. Avoid wearing heavy garments or layers of garments, except for protection against weather.
  - c. Avoid wearing rubber thongs and sandals; women should avoid heels.
2. **Assess Danger Before Responding** (Obtain vital statistics from referral source.)
  - a. How reliable is information source?
  - b. Is there a weapon in the vicinity?
  - c. Are involved parties affected by alcohol or other drugs?
  - d. Is the crisis acute or chronic?
  - e. What is the temperament of the involved parties?
  - f. Who are the involved parties? (Is there a language barrier or dominating male ego?)
  - g. What is the principal problem between the involved parties?
  - h. Will law enforcement be on the scene until interveners arrive?
3. **On-Site Arrival** (Neighborhood factors to consider: reputation for danger, physical layout, and existing activities.)
  - a. Respond on site with a partner.
  - b. Park at least one house away from target location.
  - c. Consider whether car should be locked.
  - d. Walk with partner toward target location at a 45 degree angle.
  - e. Listen carefully to what is transpiring in target location before you knock or talk.
  - f. Attempt to talk about situation in private with law enforcement first.

4. **Enter Target Location** (Concentrate on listening and observing before articulating.)

- a. Knock normally and stand sideways, adjacent to the doorknob.
- b. Visually search house interior for degree of danger (broken furniture, blood, and weapons).
- c. Determine the whereabouts of everyone in the dwelling (especially hostile parties).
- d. Determine whether entry door should remain open initially.
- e. Remember emergency phone number of law enforcement and ask someone where phone is located.
- f. Do not allow involved parties out of your sight (avoid separation unless necessary).
- g. Request involved parties meet in living or family room (avoid kitchen or bedroom).
- h. Request involved parties be seated (as soon as possible).
- i. Sit only after disputants are seated.
- j. Intervener should sit at edge of chair in case immediate egress is necessary.

5. **Prerequisites for Effective Mediation** (Mandating conditions for a non-threatening and meaningful dialogue.)

- a. The involved parties must maintain a peaceful and calm demeanor.
- b. Only the involved parties have the power to resolve the problem (exclude all parties not directly involved).
- c. The mediator must control the direction of the dialogue.
- d. The involved parties must converse in the present tense.
- e. The involved parties must equally contribute to the conversation.

**APPENDIX B**  
**DEFUSING A CONFLICT SITUATION**

1. Approach with full safety procedures.
2. Prevent injuries:
  - a. Position self between disputant and any objects that may be used as a weapon.
  - b. 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:
  - a. Look directly at disputants.
  - b. Remove hat.
  - c. Have disputants sit down.
  - d. Sit down.
  - e. 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.
10. Order techniques from firm to hard. Do not overplay your hand.
11. Avoid high risk/high gain techniques such as humor, threatening jail, and sarcasm.

**REMEMBER:** Words are not the most important item in defusing dangerous situations: **MANNER** is.

**LIMITATIONS**

1. Not a technique to solve disputes.
2. Not all situations require defusing!
3. Situations that do require it:
  - anger, threatening behavior
  - upset, hysterical parties
  - silence



APPENDIX C  
THREE CASE EXAMPLES

The following three case examples demonstrate the ABC process and represent typical crisis situations for the Pima County Program. Pseudonyms are used for all the characters.

No. 1: "Victim of Domestic Violence"

At about 11:00 p.m. on Saturday, Police Sergeant Wallet responds to a domestic violence call. He finds a middle-aged woman and her eight children sitting in a room of a 2-room house. Her arms and legs are bruised.

Sergeant Wallet has responded to the home several times in the past and he knows Mrs. Duarte has been beaten by her husband. He has tried to encourage Mrs. Duarte to cooperate in prosecuting Mr. Duarte for aggravated assault, but she has adamantly refused to give any information. Sergeant Wallet knows Mr. Duarte has vacated the premises so he decides that Mrs. Duarte might benefit by talking with the Victim/Witness Crisis team. He instructs the communication dispatcher to request the Crisis Unit.

The Crisis Unit arrives 25 minutes later. Sergeant Wallet introduces himself to Ann Lewis and John Hersey, the advocate team. He explains the situation to them outside the house and then brings them into the house to meet Maria Duarte.

Advocates

Hello Mrs. Duarte, we're counselors with the Victim/Witness Program and we're here because the policeman is concerned about your welfare.

May we talk with you for a while?

Would you prefer we call you Mrs. Duarte or Maria?

Are these your children?

They're good looking children!

Victim

Sure, sit down.

Call me Maria.

Yes, I have eight.

Thank you.

Advocates

We're sorry you're hurting. Is that what he did to you (points to a bruise on her arm)?

Where are you hurting most?

Maybe we should take you to the hospital and have the doctor make sure you're okay. We'll be glad to take you there and back.

We'd like to get you a glass of water and have you drink some.

What else happened tonight?

Has this happened before?

Maria, no one has a right to assault another person except in self-defense. What he did is a crime and against the law.

What did you do about the beatings in the past?

Victim

Yes, he did it.

My head and back. When he started beating me, I just laid down on my stomach on the bed and put my hands over my face. My head feels swollen and my hands hurt.

No, I'm all right. It's just a few bruises.

Jose, my son, can get me the water. I can use something to drink.

After he beat me, he dragged me outside and kneeled me down in front of the truck. He told me he was going to run me over. My sister-in-law came out of her house and stopped him. Then he took off.

Yes, lots of times. I don't know what I did to deserve it.

I know, but I don't want him arrested. I need him!

Nothing! He comes home the next day and tells me how sorry he is. He says I get him mad.

Advocates

Does he drink a lot of alcohol?

Let's talk about what you want to happen now. What would be most helpful to you?

So, you don't want him arrested, but you need to know where he is at with you. What he wants from you.

Are you safe tonight?

How about tomorrow?

Are you sure you want to stay here tonight? We can take you and the kids to a safe place that's pretty nice.

You really want to know what he wants from you?

How would you feel about us arranging a meeting with you and him to talk about what is going on and what each of you are willing to do about it?

First of all, are you willing to meet?

Victim

He does drink a lot, but he's not an alcoholic.

I don't want to see him arrested. I don't know what he wants. I sure would like to know what I'm doing that makes him hit me.

That's right, and I wish he would not hit me. I don't do anything wrong.

Oh yes, he won't come back tonight.

He's usually fine by then.

No, all my kids are here and this is my house. I want to stay here.

Yes, I do.

Well, I don't know if he would be willing to do that.

Yes I am.

Advocates

Then we are leaving our card with you, your sister-in-law, and the officer. We want Mr. Duarte to call us at the office tomorrow. We're not policemen, but we do want to talk with him.

You tell him that we're going to be back in touch with you and he must call us tomorrow.

You call us tomorrow afternoon if he doesn't. I want you to promise us you'll call.

Again, we're sorry you're hurt. It's not okay for him to hit you.

Victim

I'll give him your card, but I don't know if he'll call.

Okay, I'll tell him.

I'll call you.

Thank you for talking to me. I hope he calls you. Good-bye.

**No. 2: "Witness of a Burglary"**

Barbara Crates, a deputy county attorney who prosecutes defendants with prior felony convictions, talks with Clara Nathan, the advocate assigned to her trial team, in the program office. Ms. Crates is concerned about her key witness, Elma Jones, an elderly widow who observed the defendant enter the neighbor's window and come out with a television and stereo. Mrs. Jones has been calling Ms. Crates for the past two days indicating she is scared. Mrs. Jones learned that the defendant lives only a few blocks away and is afraid he will come to her house and retaliate because she identified him to police. Ms. Crates needs Mrs. Jones to testify in this case. Ms. Nathan asks Ms. Crates some questions about the case and then tells Ms. Crates she will call Mrs. Jones immediately.

Advocates

Mrs. Jones, my name is Clara Nathan. I work with Barbara Crates in the County Attorney's Office. Ms. Crates asked me to call you to see if I can be helpful. Do you have a few minutes to talk with me?

No, he's been released while he awaits trial. A worker from the court is supervising him while he's out.

Mrs. Jones, he knows the police are watching him and that he could be charged with another crime by contacting you. That's why most defendants released from jail before trial don't bother the victim or witnesses.

If you'd like, I'll ask the police to patrol your area more frequently and someone from our program can stop by to see you, or call you.

Witness

I'm glad you called because I'm real frightened that Mr. Stray (the defendant) will find out that I reported him and he'll kill me. Is he in jail now?

Oh no! He's going to come after me!

But he lives only a few blocks away.

Would you? I'd sure appreciate it.

Advocates

Mrs. Jones, I know you're scared but I'm here to help you. I'll tell the police today to watch out for you and someone from this office will stop by tonight to see you.

He'll be in court and Ms. Crates told me that you'll need to testify. But, I can drive you to court and stay in the courtroom with you.

Mr. Stray knows that you'll be subpoenaed to court, so you must appear. He knows you don't have a choice.

I'll be glad to pick you up and stay with you. Also, you might like to hear that Mr. Stray has never been arrested before, to my knowledge, for a violent crime. Ms. Crates does not see him as violent.

Sure. (Gives number.) I'll also be calling to tell you what's happening. Please call me whenever you want.

No, it's understandable how you felt. You have a good day.

Witness

Thanks, that makes me feel better. Will I have to testify in court and will he be there?

If I testify, he'll really be angry. I don't want to come to court.

Will you really come and get me and stay with me in court?

Oh, that's good to hear. Can I have your phone number Clara? I'd like to keep in touch with you.

Thanks, I feel better. I guess I was acting childish.

Good-bye Clara.

No. 3: "Spouse of Vehicular Manslaughter"

One Thursday evening, there was a head-on collision on the freeway. Lois Salki had been drinking and seemingly lost control of her car at about 75 miles per hour. She received minor injuries but the driver of the other vehicle, George Laso, died enroute to the hospital.

Officer Nelson learned from the identification cards in Mr. Laso's wallet where he resided and who was his next-of-kin. At that point, the officer instructed the communication dispatcher to request the Crisis Unit to come to the scene of the accident. Thirty minutes later, the advocates arrived to meet the officer. Officer Nelson explained what happened and that Mr. Laso was probably unconscious upon impact. Officer Nelson said that the wife, Susan, is the one who needs to be notified and that they have two young children.

One of the advocates volunteered to give the death notification. The officer agreed to accompany them to the house and stay a little while to make sure everything was all right. The advocates would not have made the notification without the officer, knowing that his uniform legitimatizes their official entry.

Advocates

Survivor

Hello Mrs. Laso. We are from the County Attorney's Victim/Witness Program and this is Officer Nelson. May we come in to talk to you.

Is something wrong? Why do you want to talk with me?

We have some important information but we would rather tell you inside the house.

Well, okay. Come on in but please keep it down because I just put Ann and Theresa to sleep.

Can we sit down together?

Sure, sit down (and she sits down as well).

Mrs. Laso, we have some serious information to share with you about your husband.

Where's George? What's wrong?

He was in a very serious car accident. Another car ran into his on the freeway.

Advocates

Survivor

Oh my God! How bad is he. Is he all right?

We're sorry Mrs. Laso, but George died enroute to the hospital. He was unconscious on impact. We don't think he felt any pain. We're terribly sorry to have to tell you.

Oh no! You must be mistaken. Officer, please check again, I'm sure it's not George. I just talked with him over the phone about coming home late for dinner.

(Officer Nelson) I'm sorry Mrs. Laso, but they're telling you the facts. The I.D. in his wallet and our own follow-up investigation confirms that it is Mr. Laso who died.

(Mrs. Laso begins to sob heavily and the advocates move to sit beside her.) God, why George!

Mrs. Laso, we're very sorry. There's nothing you have to say. We're here to help you.

Where's George now? When can I see him? Please tell me everything that happened.

Mr. Laso's body is at the Office of the Medical Examiner. You can choose a funeral home and see him there. Is there anything we can do for you? Is there someone who you want to call to come over...family, minister, or friends?

Yes, I better call his parents. They live on the north side of town.

I can't believe it. What am I going to tell Ann and Teresa?

We'll help you with the children. Do you want to wake them up and tell them or call your in-laws?

I want to call his parents first. What happened to the man who killed George?

### Advocates

The police arrested her, so she's in jail.

It's not your fault. You could not have known this would happen. George didn't suffer.

We know you'll miss him. He was a big part of your life and it must be very painful. However, we want to let you know that you'll be okay and we're here to help you.

We'll be glad to stay as long as you want and we'll continue to work with you.

### Survivor

I should have never allowed George to stay at work late.

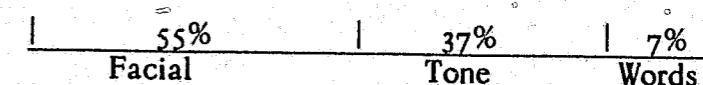
Well I'm glad he didn't suffer. How can he be gone?

I love him more than anything. It's so hard to accept this. Please stay until his parents come over. I'm glad you're here to help me.

## APPENDIX D EXERCISE: PARAPHRASING STRATEGY

### Instructions:

1. Ask participants to find two people that they know least and sit in groups of three.
2. Tell them to number themselves 1, 2, and 3.
3. Explanation:
  - a. Psychologists say that you really are not showing understanding unless you can do two things:
    - Repeat back what it is that someone is saying to you.
    - Receive an okay that they are saying this.
  - b. Observing is really important in listening and doing. Longfellow's research from Prescott College indicates that:
    - 55% of what is said is said with the face.
    - 37% of what is said is said with the tone of your voice and with the body.
    - Only 7% of what is said is said with words. If there is a difference in what your face says and what the words say, people believe the face.



4. In this strategy we are going to focus on the response style of "understanding." Here are the instructions for each member of the trio:

### Materials:

- a. Some appropriate set of "open ended" statements.
- b. Paraphrasing Rules:
  - In your own words, try to repeat back to the person what they said.
  - Get their okay that they said this! Use a question like, "I hear you saying...." or "Are you saying...." or "Is this what you're saying...."

**Grouping:** Trios numbered 1, 2, and 3, sitting in a small circle.

**Round One**

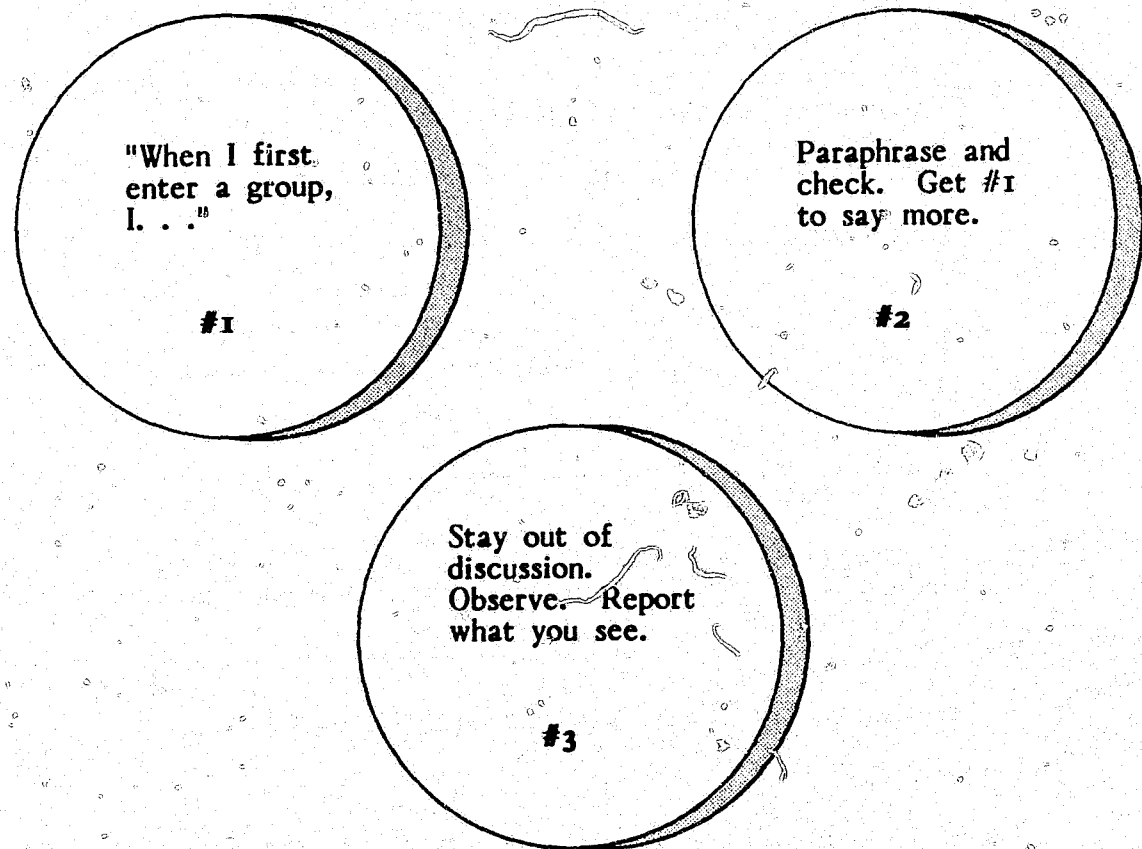
Number 1 finishes the statements given by the trainer. "When I first came into this group, I..." to #2. Number 2 repeats back to #1 what #1 says and asks: "Is this what you said?" If #1 says yes, then #2 says, "Tell me more about that."

If #1 says no, then #2 should say, "Tell me again what you said."

Number 3 stays out of the discussion to observe the following:

- Whether #2 really understands.
- Whether #2 paraphrases and checks it out.
- Body movements of #1 and #2.

Number 3 reports observations when time is called.



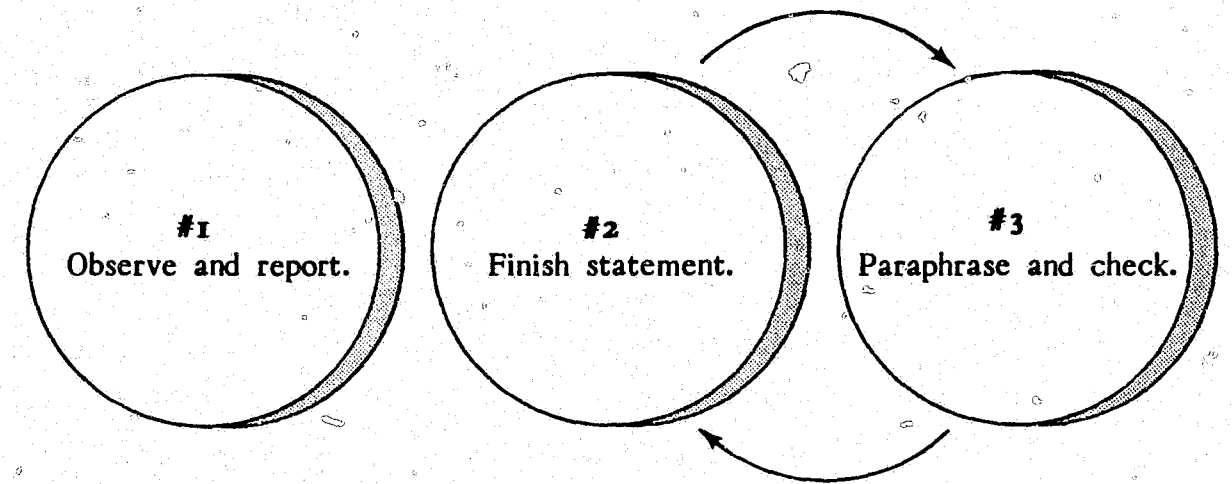
**Trainer:** Asks the trios to repeat in their trios what they heard the instructions to be.

**Trainer:** Makes open ended statement "When I first came into this group, I..." Tells #1 to start.

**Timing:** Three minutes of interaction between #1 and #2. Three minutes of feedback from observer.

**Round Two**

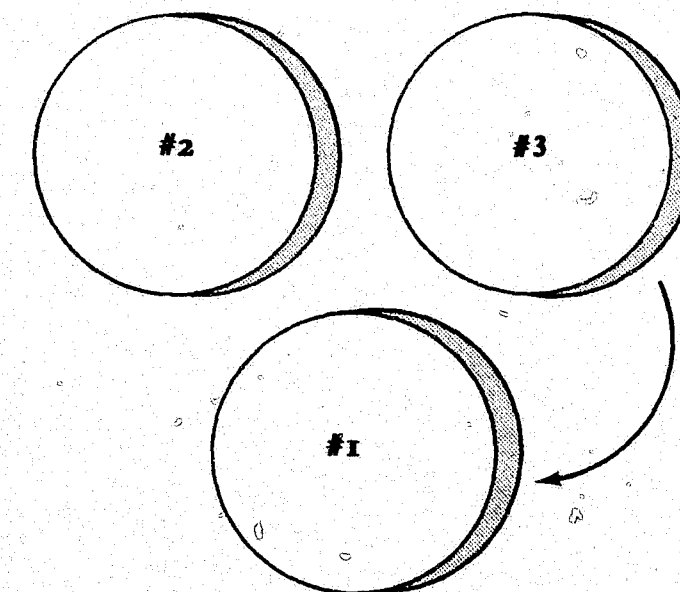
Participants change roles; give instructions to roles. Number 1 observes and reports, #2 finishes statement, and #3 paraphrases and checks. New sentence for #2 is: "I feel most comfortable in a group when..."



**Timing:** Three minutes of interaction between #2 and #3. Observer reports for two minutes.

**Round Three**

Change roles; review instructions. Number 3 finishes statement, #1 paraphrases and checks, and #2 observes and reports. New sentence for #3 is: "When people first meet me, they..."



5. Explanation:

Three types of paraphrasing are possible:

- **Parroting:** Repeating word-for-word what someone says. Sometimes appropriate, sometimes insulting, sometimes impossible.
- **Paraphrasing:** Using your own words to summarize what someone is saying.
- **Listening to the music behind the words:** Giving back to the speaker the feelings on some deeper issue they are trying to present. (Most difficult and sometimes risky because the speaker isn't really ready for this to be heard or doesn't want you to hear it.)

.....

At the end of three rounds: Another set of rounds is usually necessary for practice.

- Break up trios and renumber trios 1, 2, and 3.
- Use new sentences with each round.

**APPENDIX E**  
**EXERCISE: FRAMING QUESTIONS**  
90 Minutes

**Objectives:**

- a. Get better acquainted
- b. Discover personal resources
- c. Frame information eliciting questions
- d. Discover categories of questions

**Materials:**

Paper, Pencils, Handout on Question Categories

**Procedure:**

- 5 Minutes Ask each participant to write down three questions which will stimulate another to reveal as much personal information as possible.
- 10 Minutes Form dyads--each asks questions of the other in turn.
- 15 Minutes Form quartets--evaluate the questions used in terms of the information revealed. Classify the questions.
- 5 Minutes Distribute handout on question categories and discuss with entire group.
- 10 Minutes Ask each participant to frame a specific question in each category.
- 15 Minutes Designate Questioner, Answerer, and Observer. Questioner asks questions and gets answers. Observer gives feedback on value of questions in eliciting response (5 minutes). Repeat so that each member of the Triad plays each role.
- 20 Minutes Form groups of nine by combining Triads. Each person is introduced in turn by previous "Questioner" who shares information gained in responses from preceding activity.
- 10 Minutes Summarize and process the entire exercise including such questions as:
  - a. How do you feel when asked open-ended questions?
  - b. How do the questions affect the conversation?
  - c. How do the kinds of questions help elicit information?
  - d. What does "getting acquainted" mean?
  - e. What kinds of questions are you willing to answer?

## QUESTION CATEGORIES

Too often conversations drag and we fail to elicit desired information because we are unable to frame questions to accomplish these ends. The answers gained are merely variations of, if not explicitly, "yes" or "no." Some kinds of questions stimulate people to reveal more of themselves and of their experiences. Awareness of such categories can help an individual become a more successful conversationalist, get better acquainted, and gain desired information.

These include the following question categories:

1. Descriptive - What is it like? What kind of a situation is it?
2. Comparative - How are two or more things different or alike?
3. Historical - How did things get the way they are?
4. Causal - What is the reason for such a thing? Why? How does this happen to be?
5. Experimental - If you do this, what will happen?
6. Predictive - What will it be like 10 years from now?
7. Value - What is good, better, best? What do you like about it?
8. Application - How is this relevant to your situation? How can this be changed to fit your situation?
9. Methodological - How can I find out? How can I do this?
10. Creative - How can this be improved? How can it be changed?

## APPENDIX F CRISIS INTERVENTION TRAINING Sample Flyer

### Logistics:

1. Dates: TUESDAY: June 9, 16, 23, 30, July 7, 14, 21, 28
2. Time: 7 p.m. to 10 p.m.
3. Location: Pima County Superior Courts Building, 2nd Floor, III West Congress, Jury Assembly Room
4. Parking: Underground garage of the County complex, A level. ONLY entrance after 5 p.m. is A level--see attached map.
5. Fee: \$10 to include expenses for materials, printing costs, and certificates. Please make checks payable to: Pima County Attorney's Office.
6. Trainers: Victim/Witness Staff
7. Who May Enroll: Potential Victim/Witness Volunteers, as well as lay or professional persons who wish to learn Crisis Intervention concepts, skills, and techniques.
8. Major Goal: To teach Crisis Intervention skills to volunteers and interested persons.
9. If you are interested in this training, please detach the bottom portion of this page and send to:

Victim/Witness Program  
900 Pima County Superior Courts Building  
III West Congress Street  
Tucson, Arizona 85711

### Application for Crisis Intervention Training

Name: \_\_\_\_\_

Address: \_\_\_\_\_ Phone: \_\_\_\_\_

I plan to attend the Victim/Witness Program's Crisis Intervention training. I have also enclosed a check for \$10 made payable to the Pima County Attorney's Office.

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature/Agency

Please return as soon as possible. Participants will be limited to 50 persons.



**VICTIM/WITNESS**  
**CRISIS INTERVENTION TRAINING**  
**Sample Flyer**

**Training Model:**

Ninety percent of the training will follow an experiential based model: Do-Look-Learn Processing; ten percent will be lecturettes on the theory and application of Crisis Intervention.

**Assumptions:**

Building trust and increasing skills are necessary to problem solving.  
People can communicate, but need to increase skills.  
People come to training with varying skill levels.  
People come to training to give as well as to receive.  
A major purpose of training is to facilitate the identification of strengths, not to rehabilitate. (This is not a therapy group.)  
We can have fun while we learn.

**Contents Will Include:**

Getting acquainted

Developing/increasing:

Self-awareness

Skills in helping styles:

- (1) Listening
- (2) Observing
- (3) Questioning
- (4) Paraphrasing
- (5) Feedback
- (6) Summary

Energisers

Presentation of Edwards & Jones ABC Model of Crisis Intervention:

Step-by-step procedure:

- (1) A = Achieve contact
- (2) B = Boiling down the problem
- (3) C = Coping with the problem

Safety procedures

LETRA Procedures and demonstration for conflict situations

Crisis Theory

Personal assessment of skill acquisition

Practice in the models through role play in small groups

Application of models, i.e., sexual assaults, domestic violence, suicide

Observation of Crisis Unit

Processing of experiences

Weekly evaluation of self and training

Brainstorming

Demonstration of models

Personal interviews and assessment for potential volunteers

Certification

Witness and Court services

**Goals of Training:**

Present a simple, but effective model in Crisis Intervention.  
Present skills and theory to implement models more effectively.  
Provide simulated experiences to practice models.  
Present an opportunity to participants for personal growth and potential candidacy as a volunteer for the Victim/Witness Program.  
Make this an exciting learning experience that will have a positive impact on your own professional career or personal life.

**Expectations of Training:**

To start on time--7 p.m., and leave on time--10 p.m.  
Attendance at 7 of the 8 sessions  
Full participation by all trainees, in both large and small groups  
Respect for others' different levels of learning  
Helping others participate  
Following sign-in procedures  
Take risks--try new behavior, "When your stomach's churning, you're learning."  
To learn and practice skills of Crisis Intervention  
To read weekly hand-outs  
To assess your future involvement as we go along  
Submit weekly evaluation--in class, use our version or yours  
Observe once in Crisis Unit  
A personal interview with volunteer candidates  
Volunteers should expect a Criminal History records check, including fingerprinting

## APPENDIX G TRAINING MODEL

**DO** something  
**LOOK** at what we do  
**LEARN** from what we do

Strategies are presented in a synergistic sense.

1. Build trust.
2. Build skills.
3. Solve problems.

Participants are asked to do things without a big explanation as to why. After the strategy, processing the strategy is as follows:

1. What did you see going on with....
  - a. you?
  - b. others?
  - c. situation?
  - d. trainer?
2. What did you learn about....
  - a. yourself?
  - b. others?
  - c. situations?
3. What can you use from what you learned? How?
4. What would you change about....
  - a. your behavior?
  - b. others' response?
  - c. the situation?

Processing goals helps participants learn to observe themselves and others, to ask for feedback, and learn from doing and talking about what they did.

## APPENDIX H CONFLICT RESOLUTION MEDIATION MODEL

**Purpose:** To facilitate agreement on specific problems between disputing parties. This is *not* a counseling model, but could be modified for counseling specific problems or to work out a contract for the counseling process.

**Process:**

1. Briefly explain model to the client, and discuss ground rules to be followed during the process.

Ground Rules:

- a. Clients should not interrupt each other; the session is for reaching agreement, not for arguing.
  - b. It is not okay to use name-calling, which also easily erupts into argument.
2. Determine wants and concessions. Use newsprint on the wall to write down each client's wants and concessions. Having this information written clearly for both to see facilitates the process and particularly helps them to focus on the real problems and clarify issues, rather than to fight and argue about peripheral issues.
    - a. Check with each client on their *commitment* to working on the problem through the mediation process.
    - b. Ask the first client to *define the problem* as s/he sees it, as concisely as possible. This can be a general or a specific statement (i.e., "I'm unhappy with my marriage," or "My husband drinks too much").
    - c. Continue with this client, and find out what s/he *wants and needs* in relation to the problem (e.g., "I want my husband to get a job, to stop drinking, and to stop hitting me. I want to feel safe at home"). It is important to write down on the newsprint *all* the wants that are stated, and to pull out *implicit* wants from what the client says, even if you don't agree with them. Help the client be specific: if one of the wants is vague, such as "to be respected," you will have a hard time building this into a concrete contract later on. Do some probing to determine what the person really means by "being respected," (e.g., "I want my parents to let me choose my own hours").
    - d. Then find out *what the client is willing to do* to work out this problem. Most clients haven't thought about this at all; they have only been complaining, arguing and feeling helpless. It can be an enlightening experience for a client to look at his/her responsibility and control in the situation (e.g., "I am willing to go to counseling with my husband").

- e. Ask the client to *look over the newsprint* to make sure everything is there, and that the information is correct.
- f. Go through *the same process with the second client* following steps b. through e. Try to help this client come up with his/her own wants and concessions, rather than to simply react to what s/he has heard from the first client.

3. *Reaching agreement and forming a contract.*

- a. Check with each client on what his/her *reaction is to the other person's wants and concessions*. This could easily fall into more bickering and it's advisable not to let this happen in this model even though you might allow this or encourage it in a counseling process. (Unlike counseling, the focus in mediation is in the specific content of the problem and in reaching an eventual agreement, rather than to focus on the process of a relationship and the improvement of the quality of the relationship.)

When bickering does occur, it is helpful to take control of the discussion and point out where there is already agreement, however small it may seem. Then you can point out exactly where the disagreement lies; this process helps two angry people focus on specifics rather than feeling overwhelmed with a mass of unresolved feelings.

- b. When you have reached agreement on the various issues raised, write this in the form of a *contract*. The contract should be as specific as possible, including dates by which particular tasks will be completed. Set a process, or a specific time, for meeting again to review together how the contract is going. Success is not guaranteed or particularly expected at first. It may be helpful to make this explicit to the clients so they don't give up at the first failure. The mediation process can be defined to the clients as a developmental process, i.e., something which requires working out bugs along the way. The contract might also include specifics as to what each person can do if the other party is not going along with their part of the deal.

- c. *Notes to the mediator:* It is extremely important in this model for the mediator to remain neutral by not taking sides or making judgments. In addition, most clients will place a condition on their concessions ("I will, if he will..."). Do not write down concessions which have a condition. Ask the client to restate what s/he is willing to do without a condition. If s/he can't, don't write it.

4. *Dealing with an impasse.*

- a. State explicitly that there is an impasse occurring.

- b. Review where the *impasse lies* more specifically, i.e., again make clear where agreement is and where disagreement is. One method for doing this is to draw a horizontal line on the newsprint representing the distance between the positions of the clients--show where they started and how far they have come by marking spots along the line. You can continue to use this line as you proceed to show who is compromising and who isn't, or to show progress. This puts some tacit pressure on the participants to try harder to compromise.

- c. Check again *the commitment* each person has to resolve the issue through mediation. One or both of them may have actually discovered that they are not willing to mediate.

- d. If they both want to continue, one of the following might be a helpful path to take:

- (1) Give them information they could use to decide. (Example: Two people who have a civil dispute might need to know that if they don't settle with mediation, then one of them will have to pay court costs, and the judge makes the decision, not them.)

- (2) State clearly what you see as the benefits of agreement and the consequences of non-agreement.

- (3) Suggest that coming to an agreement might take some creativity or some route for compromise that is unconventional. Give an example unrelated to their particular problem.

- e. If none of these works, the following procedure is suggested:

- (1) Ask the first client to submit a proposal for resolution to the second.

- (2) Find out if #2 understands the proposal, trying to make sure the response is a clarifying one, not an argument with the proposal.

- (3) When #1 agrees that #2 understands the proposal correctly, ask #2 to state any problems s/he has with it.

- (4) Make sure #1 understands the problems clearly.

- (5) Follow the same procedure with #2 submitting a proposal to #1.

With this process you are placing the onus of coming to an agreement, and coming up with alternatives, on them.

Source: David A. Lowenberg and Paul Forgach, Pima County Attorney's Victim/Witness Program.

## APPENDIX I

### EXERCISE: PERSON-TO-PERSON RESOURCE HUNT

#### Goals:

1. To immediately legitimize trainees approaching and getting to know each other.
2. To become aware of one's patterns in approaching people. (Did you see yourself going to people or waiting for people to come to you?)

#### Procedure:

1. As people register for class, hand out a resource hunt sheet to trainees and tell them to go around the room and find people who fit these descriptions. Tell trainees to record names, feel free to talk, but attempt to fill out the sheet.
2. After 20-25 minutes, stop the process, ask people to sit down, and ask questions such as, "How many found someone with the same Zodiac sign? What dates? Who else? Who found someone that has been to the bottom of the Grand Canyon?" etc.
3. Process with Do, Look, and Learn Model. (See Appendix G.)

### RESOURCE HUNT SHEET

1. Who was born under the same zodiac sign as you? \_\_\_\_\_
2. Who was born in Tucson? \_\_\_\_\_
3. Who is left-handed? \_\_\_\_\_
4. Who has been burglarized? \_\_\_\_\_
5. Who has never been to Disneyland? \_\_\_\_\_
6. Who comes closest to your age by year, month, and day? \_\_\_\_\_  
\_\_\_\_\_
7. Who has participated in a court trial? \_\_\_\_\_
8. Who has the same make car as you? \_\_\_\_\_
9. Who is afraid to "fly"? \_\_\_\_\_
10. Who has been to the bottom of the Grand Canyon? \_\_\_\_\_  
\_\_\_\_\_
11. Who has a last name of more than seven letters? \_\_\_\_\_  
\_\_\_\_\_
12. Who plays a musical instrument? \_\_\_\_\_  
What? \_\_\_\_\_
13. Who has written a letter to the editor? \_\_\_\_\_
14. Who wears seat belts when riding in a car? \_\_\_\_\_
15. Who knows a police officer as a friend? \_\_\_\_\_
16. Who has run away from home? \_\_\_\_\_
17. Who plays backgammon? \_\_\_\_\_
18. Who has served on a jury? \_\_\_\_\_
19. Who has called the police to report a crime? \_\_\_\_\_
20. Who has been in Arizona longer than you have? \_\_\_\_\_

## NOTES

1. Mary Baluss, *Integrated Services for Victims of Crime: A County-Based Approach* (Washington, DC: The National Association of Counties Research Foundation, 1975), p. 1.
2. Morton Bard and Dawn Sangrey, *The Crime Victim's Book* (New York: Basic Books, Inc., 1979), p. 22.
3. Morton Bard, "The Psychological Impact of Personal Crime," *Victim/Witness Programs*, ed. Emilio Viano (Washington, DC: Visage Press, Inc., 1980), p. 5.
4. Bard and Sangrey, op. cit. p. 31.
5. Donald Liebman, Jeffrey Schwartz, and John Silk, *Domestic Crisis Intervention* (Mountain View, CA: LETRA, Inc., 1974).
6. Romaine V. Edwards, and Warren Jones, *Crisis Intervention and How It Works* (Springfield, OH: Charles Thomas Publisher, 1977).
7. Robert Rosenthal et al., "Body Talk and Tone of Voice: The Language Without Words," *Psychology Today* (September, 1974), pp. 64-68.
8. Carl R. Rogers, *On Becoming a Person: A Therapist's View of Psychotherapy* (Boston: Houghton Mifflin, 1961), pp. 50-53.
9. Lois Kraft et al., *An Evaluation of the Victim-Witness Advocate Program of Pima County* (Menlo Park, CA: Stanford Research Institute, 1977 and 1978), pp. 15-48.
10. David Bolin, "The Victim/Witness Program: Analyzing Its Success" *Evaluation and Change* (Minneapolis: Minneapolis Medical Research Foundation, Inc., 1980).

## Bibliography

- Baluss, Mary. *Integrated Services for Victims of Crime: A County-Based Approach*. Washington, DC: The National Association of Counties Research Foundation, 1975.
- Bard, Morton. "The Psychological Impact of Personal Crime," *Victim/Witness Programs*, ed. Emilio Viano. Washington, DC: Visage Press, Inc., 1980.
- Bard, Morton, and Dawn Sangrey. *The Crime Victim's Book*. New York: Basic Books, Inc., 1979.
- Bolin, David. "The Victim/Witness Program: Analyzing Its Success" *Evaluation and Change*. Minneapolis: Minneapolis Medical Research Foundation, Inc., 1980.
- Edwards, Romaine V. and Warren Jones. *Crisis Intervention and How It Works*. Springfield, OH: Charles Thomas Publisher, 1977.
- Kraft, Lois et al. *An Evaluation of the Victim-Witness Advocate Program of Pima County*. Menlo Park, CA: Stanford Research Institute, 1977 and 1978.
- Liebman, Donald, Jeffrey Schwartz, and John Silk. *Domestic Crisis Intervention*. Mountain View, CA: LETRA, Inc., 1974.
- Rogers, Carl R. *On Becoming a Person: A Therapist's View of Psychotherapy*. Boston: Houghton Mifflin, 1961.
- Rosenthal, Robert et al. "Body Talk and Tone of Voice: The Language Without Words," *Psychology Today*. September, 1974.

**END**