

**RESPONSE TO VICTIMS**

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- TRAINING TOPICS**
- Human Trafficking in Indian Country
  - Domestic Violence Dynamics
  - Strangulation Lethality
  - Officer Involved Domestic Violence
  - Effects of Domestic Violence on Children
  - Evidence Based Prosecution
  - Sexual Assault Response For Patrol
  - Effective Police / Advocate Teams
  - Coordinated Community Response
  - Custom Designed Curriculum

**PROVIDING VICTIM-CENTERED RESPONSES**

Tools For Successful Engagement

**TERMINAL PERFORMANCE OBJECTIVE**

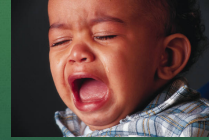
Given a scenario involving a response to a victim of crime, the participants will identify common effective advocate/law enforcement procedures which will support and help victims cope with the immediate trauma of the crime, and help victims restore their sense of control over their lives.

- ENABLING PERFORMANCE OBJECTIVES**
1. Identify three major needs of a victim of crime.
  2. Identify tools and strategies used with victims with special needs.
  3. Explain the importance of cultural awareness, sensitivity to gender and orientation.
  4. Explain the importance of sensitivity when responding to victims with disabilities and elders.

## BEING OF SERVICE

By treating people humanely, and showing them respect, when explaining your actions, you can improve the public's perceptions of you, your agency, and law enforcement in general officers, even when you are arresting/ detaining someone.

## IMPACT ON PEOPLE



"People will forget what you said and what you did, but they will never forget how you made them feel."

(Maya Angelou)

## 3 MAJOR NEEDS



## 3 MAJOR NEEDS

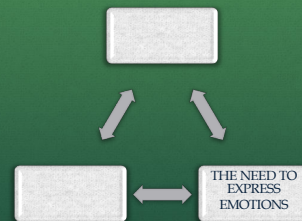


WHAT CAN YOU DO?

## THE NEED TO FEEL SAFE

- Introduce yourself and establish rapport
- Reassure him/her of their safety and your concern through voice, mannerisms, tone, word choice.
- Offer to contact a friend or relative
- Ask questions which allow victims to make decisions, assert themselves, and regain control - "May I come in?" "How shall I address you?"

## 3 MAJOR NEEDS



WHAT CAN YOU DO?

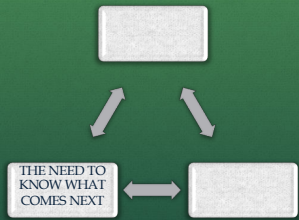
## THE NEED TO EXPRESS EMOTIONS

- Need to emote and tell their story
- Have their feelings accepted and their story heard by a nonjudgmental listener.
- Victims may experience self-blame, shame, anger, sadness, or denial.
- Remind them they are having a common reaction to an uncommon situation.

## THE NEED TO EXPRESS EMOTIONS

- "You have been through something very frightening and I'm sorry."
- "You did nothing wrong. This wasn't your fault."
- Ask how they feel and listen before taking notes.
- "I want to hear the whole story; all that you can recall, even if you don't think it is important."
- Use open ended questions.
- Parroting, paraphrase, repeating

## 3 MAJOR NEEDS



WHAT CAN YOU DO?

## THE NEED TO KNOW WHAT COMES NEXT

- Explain the chain of events to include your procedures.
- Inform the victim of additional interviews and by whom.
- Discuss the general nature of forensic exams and the importance.
- What information/reports will be available to the news and or public?
- Lapses of memory, sudden recall, depression, anxiety, and physical maladies are normal physiological reactions.

## THE NEED TO KNOW WHAT COMES NEXT

- Encourage victims to reestablish regular routines.
- Refer victims to local and or national resources.
- Ask if they have any questions.
- Provide an incident/report number and person to be contacted for future questions or to give new information.

## SENIOR VICTIMS



YOUR RECOMMENDATIONS?

## SENIOR VICTIMS

- Is the victim tired or not feeling well?
- Don't assume all elders are feeble or have disabilities.
- Allow the victim to collect thoughts .
- Make sure you are being heard clearly and understood.
- Ask if they would like a family member or care giver.

## SENIOR VICTIMS

- Ask questions slowly and avoid complex questions.
- Consider a preliminary interview and subsequent follow-up(s).
- Be mindful of the potential for dementia and do not press for details.
- Place on restoring confidence and maintenance of dignity.

## VICTIMS WITH DISABILITIES

- Anyone can be a victim of a crime – people with disabilities are more vulnerable.
- They are often less able to contact law enforcement.
- Approximately 1:5 in the United States has a mental or physical disability.
- Targeted due to assumption that victims will be unable to resist, unable or unwilling to report.

## VICTIMS WITH DISABILITIES

- Be mindful of stereotypes that exist
- Negative attitudes are often the biggest hurdle to victim reporting crimes.
- "Disability" instead of "handicap"
- Having someone the disabled victim is comfortable with present during interviews can be helpful
- Care-givers are often the perpetrators

## VICTIMS WITH DISABILITIES

Document disabilities in reports as well as individualized communication, transportation, medication and other special needs.

Don't assume victims with disabilities suffer less emotional trauma and psychological injury than other victims.

Be aware of statute/laws specifically addressing crimes against persons with disabilities.

## CULTURE

Culture is something that unites people.

— ANASTASIYA O., RUSSIA



# CULTURE



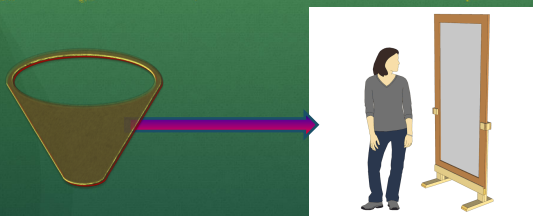
1. ON DUTY, WHAT CULTURES DO YOU ENCOUNTER?
2. WHICH CULTURE ARE YOU MOST UNCOMFORTABLE WORKING WITH?
3. WHAT CAN YOU / WHAT WILL YOU DO ABOUT IT?



All feelings are acceptable.  
All actions are not!

I know you believe you understand what you think I said.  
I am not so sure you realize what you heard is not what I meant.

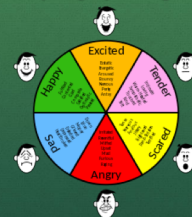
# HOW DO YOU FILTER



What filters are you aware of?

# EMOTIONS

- We get marked by highly charged experiences



- You remember some experiences better because you recall how you felt emotionally during the same or similar event.

## CHEMICAL COCKTAIL

The brain concocts a chemical cocktail with a specific signature that reflects the emotions being experienced in the moment.



## CHEMICAL COCKTAIL

When a similar event occurs the brain replicates the recipe.



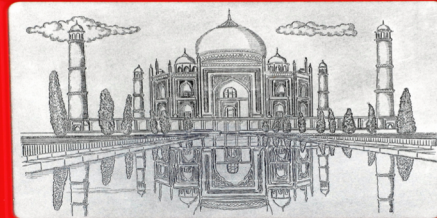
## CHANGE

What you are doing isn't working for you?

Are you willing to change?

## ALREADY PICTURE

MAGIC Etch-A-Sketch SCREEN



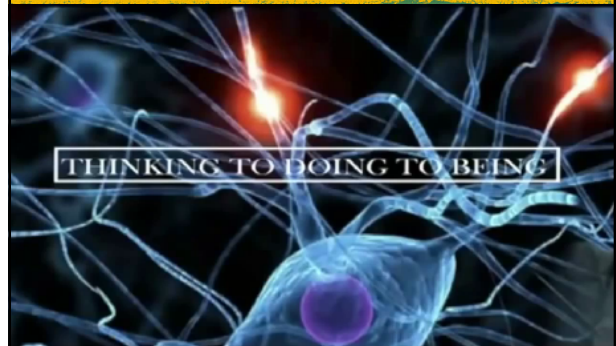
We don't change by thinking.  
We change by doing and being.

-Baron Baptiste



## LEARNING PROCESS

THINKING TO DOING TO BEING





## LEARNING PROCESS

Learning to drive a car -

1. Think about each action
2. Pay attention to actions and think less
3. Eventually your conscious mind slips away
4. Driving actions are now automatic

## LEARNING PROCESS

**THINKING TO DOING TO BEING**

## ADDICTION

Break the addiction to your past emotional state. Neurochemically condition your body and mind to memorize the internal chemical state called compassion better than your conscious mind.

## BREAKING HABITS

- Surrender old thought patterns
- Interrupt emotional reactions and knee-jerk behaviors
- Plan and rehearse new ways of being
- You put yourself into the equation of that knowledge
- You begin to create a new mind
- Reminding yourself of who you want to be
- You are rewiring your neural circuitry to look as though it already happened

## BREAKING HABITS

- You make what you are thinking real
- Your brain captured the thoughts as the experience
- It accepts the experience as if it already occurred

A new cocktail recipe is created ~

## NEUROPLASTICITY

Your brain's ability to rewire and create new circuits at any age as a result of the input from the environment and or conscious intentions.



Children's brains are developing and very plastic.  
Adults require some rewiring

## CHANGE

As you alter your routine actions and typical behaviors, something different from the norm happens which produces a new event for you to experience.

**KNOWLEDGE  
IS THE PRECURSOR TO  
EXPERIENCE**

## FILTERS

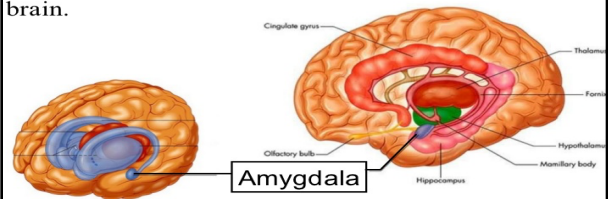
During a new experience when senses pick up information and send that information to the neocortex, the neural networks (wiring) reflect the event.

Experience enriches the brain further then new knowledge.



## AMYGDALA

The **amygdala** is involved in the processing of emotions such as *fear*, *anger* and *pleasure*. It processes and stores memories of emotional events and is responsible for determining what memories are stored and where those memories are stored in the brain.



## AMYGDALA CHEMICAL COCKTAIL



## CHEMICAL COCKTAIL



When neurons in the brain fire with a specific pattern to the experience, the emotional brain manufactures and releases peptides (chemicals) in a specific recipe.



## CHEMICAL COCKTAIL

The cocktail recipe has a specific signature that reflects the emotions being experienced in the moment.



- Emotions are the end product of experience.
- New experiences create new emotions ~ \_\_\_\_\_?

## EMOTIONS

Emotions signal the body to record the event chemically.

You begin to embody what you are learning

As with driving ..... are "being".

## EMOTIONS

We become marked by highly charged experiences.



## CHECKING IN

GAINING KNOWLEDGE

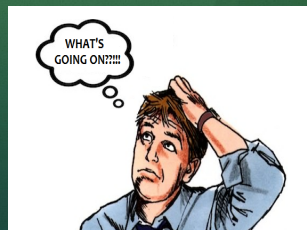


TAKING ACTION TO HAVE A NEW EXPERIENCE

**A NEW FEELING**

## CHECKING IN

The next step is to memorize that feeling and move what you learned from the conscious to the subconscious – access the 3<sup>rd</sup> brain.



## APPLICATION

1. Conscious mental rehearsal
2. Use knowledge to create new circuits
3. Thoughts create an experience producing a new emotion
4. Mind + body working as one – the cerebellum enables use to memorize the new "chemical cocktail"
5. Our new recipe is an innate program in our subconscious

Break the addiction to your past emotional state

Neurochemically condition your body and mind create and memorize a new chemical state (recipe) called compassion better than what exists in your conscious mind.



### COMMON DENOMINATOR WITH ANY VICTIM

