

Victim Impact Classes/Panels for Offenders

Student's Manual

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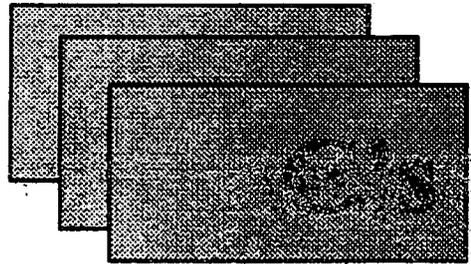
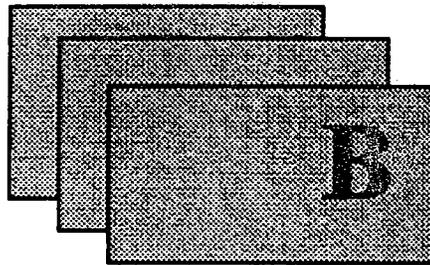
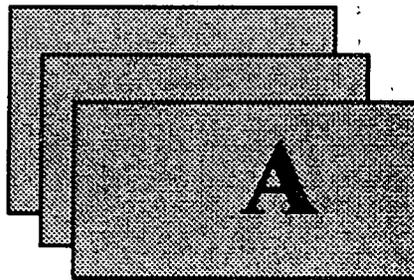
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CLASSES/PANELS



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PROPERTY CRIME



WORDS TO KNOW

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

OBJECTIVES

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

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

THINK ABOUT...



Read the following true story and answer the questions.

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

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

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

1. How does Joe get home?

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

How could he get the money?

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

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

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

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

TRUE/FALSE QUIZ

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

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

DEFINITIONS

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

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

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

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

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

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

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

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

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

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

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

Acts Which Involve Destruction of Property:

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

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

THINK ABOUT...



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

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

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

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

Accountability

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

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

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

THINK ABOUT...



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

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

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

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

4. **Where did the burglar enter the house?**

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

6. **What things were stolen?**

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

- 8. Why was the loss of the camcorder difficult?**
- 9. What does it mean when something has "sentimental value"?**
- 10. Do you think the videotape had sentimental value? Why?**
- 11. Name some things you own that have sentimental value.**

THINK ABOUT...



Read the following case example and answer the questions.

You are attending a family wedding and you are asked to drive your grandparents home. You arrive home and help your grandparents into the house. When you open the front door, you see that the house has been broken into. Many of your grandparents' things have been thrown all around and some of their things have been stolen.

The thieves broke into the house by removing a sliding glass door from its track in your grandparents' bedroom. The thieves have left and there is no one in the house but you and your grandparents.

- 1. What are some reactions you will be having?**

- 2. Name some reactions you think your grandparents will be feeling?**

- 3. What is the first thing you will do?**

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

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

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

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

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

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

The following items were destroyed:

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

You and your grandparents decide to call the police and report that the house has been broken into.

It takes the police 30 minutes to get to the house. When the police arrive, your grandparents are too upset to talk to them, so they ask you the following questions. **Mark an "X" to the left of each question you will know how to answer.**

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

4. _____ **How much was all the jewelry worth?**
5. _____ **Was the gun registered?**
6. _____ **How much was it worth?**

The police may also make comments to your grandparents like:

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

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

"You should really get a dog or an alarm system."

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

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

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

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

3. Is anything that happened your grandparents' fault?

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

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

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

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

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

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

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

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

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

THINK ABOUT...



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

- 1. In the second half of the video you were introduced to three other victims of property crime. There was a young African-American woman, an elderly Caucasian man, and a middle-aged African-American man. How many times was the young African-American woman burglarized?**

- 2. What happened in the first burglary? How did that make her feel?**

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

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

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

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

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

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

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

THINK ABOUT...



Read the following article.

Check Thieves Prey on Sick and Aged

By

John Saar

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

SHOPLIFTING, COMMERCIAL BURGLARY AND VANDALISM

Watch the video "Part 2: Shoplifting, Commercial Burglary and Vandalism" and then answer the following questions:

Shoplifting

- 1. Some people say, "It's OK to steal from a store. Rich people pay for it." Shoplifting costs American businesses over a billion dollars a year. Who pays for it? What effect does that loss have on the American economy?**

- 2. When an item is stolen, it takes profit away from other items sold to pay for the loss. In the video, it was disclosed that the theft of a candy bar means the loss of profits on how many candy bars?**

Commercial Burglary

1. **What items were taken from the truss company?**
2. **Who owned the tool belts?**
3. **How did the burglary of the truss building company affect the employees of the company?**
4. **How did the burglary effect the construction company they were building for?**

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

Vandalism

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

AUTO THEFT AND UNDERSTANDING INSURANCE

THINK ABOUT...



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

1. **The Hispanic youth who worked at two jobs for eight months to fix up his car, said that after his car was broken into he blamed himself. Why? Was he responsible for his car being broken into?**

2. **Did he have insurance?**

3. **What kind of car was stolen from the middle aged couple?**

4. **How did the theft of the car affect their lives?**

5. **Did they have insurance?**

6. **Manual Lopez, the owner of the auto body shop said that a theft recovery takes longer to repair than a five mile-per-hour fender bender. What is the minimum amount of time required to repair a typical theft recovery?**

7. **How would a victim be able to get around without his car?**

Understanding Insurance

Read the following information:

When someone buys a house, the bank or mortgage company (the money lender) requires the borrower to buy insurance called home owners insurance. The insurance is designed to pay for any damage the house might receive because of fire, earthquakes, hurricanes, etc.

Many insurance policies will also pay for loss of belongings in the house destroyed during one of these disasters. Some insurance policies also cover property lost due to theft, but it is expensive. Once you pay off your house, you no longer are required to

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

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

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

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

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

THINK ABOUT...



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

Answer the following questions:

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

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

1. **How much money will William get from his insurance company?**

2. **What is the real cash loss value of this theft?**

3. **How much do you think the thief got for William's stereo when he sold it?**

Mario and Christina bought a camcorder to video-tape their baby. It cost \$1000, and because it was so expensive they charged it to their credit card. They were to make monthly payments of \$40 for three years (the total cost after interest charges during those three years would bring the final cost to \$1440). After they had owned it for two years, and had paid \$940 for it, someone pried open the trunk of their car and took it. An auto body shop tells them it will cost \$270 to fix the trunk. They call their insurance agent who tells them that their automotive policy won't cover the stolen camcorder. He reminds them that they have a \$250 deductible.

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

GUEST SPEAKER NOTES







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DRUG DEALING



WORDS TO KNOW

substance abuse

restitution

victim

Fetal Alcohol Syndrome (FAS)

addict

crack babies

crack cocaine

OBJECTIVES

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

- ◆ identify victims of drug offenses

- ◆ examine various avenues making drug offenders more accountable

- ◆ discuss the societal damages and consequences of drug activities



Accountability

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

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

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



DEFINITIONS

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

THINK ABOUT...



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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

As a child he'd had a crush on a beautiful woman who lived in his apartment building. He fantasized about marrying her when he got older. "She was all that," he told me. But since he'd been hustling he saw the woman again. She had approached him, offering him a "blow job" for crack. "It f---- my head up," he continued. "She looked whipped, she was stinkin' and she was jittery--a crack monster through and through. I still felt for her, though, and I refused to give her anything. Do you know she started cursing me out like a dog behind that? So ever since then, f--- her and anybody else on that s---. I gots to concentrate on getting mine." We never talked about what he felt about what he did again. It was obvious to me that even though he said it didn't, it really did bother him--just not enough to make him stop.

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

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

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

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

Crack Babies

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

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

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

THINK ABOUT...



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

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

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

1. Who are victims and how were victimized?

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

REMEMBER: THE ONLY REAL FAILURE IS NOT TRYING

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

SURGE OF COCAINE BABIES HAS OVERWHELMING PRICE*

by

William Cooper

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

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

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

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

The cost will be astronomical.

- ◆ Florida taxpayers will pay at least \$1,000 for each cocaine-addicted infant's first year of care, researchers say.

- ◆ It will cost \$45,000 per child to provide the social services that will prepare cocaine babies for kindergarten, federal officials said at a congressional hearing in July on women, drugs and infants.

- ◆ Cocaine-damaged children will run up a bill of \$720,000 apiece in special education programs from Kindergarten through 12th grade, experts say.

- ◆ Of the 375,000 drug addicted infants born this year, 11 percent will suffer chronic mental and physical disorders causing a lifetime earnings reduction of at least \$10 billion, federal officials say.

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

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

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

"This is a tragedy beyond belief."

Meet Anthony. He's from West Palm Beach.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Drug-related Crimes: Who are the Victims?

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

Intra-family Crime and Victimization

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

Community and Societal Victimization

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

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

Accountability
Practices for Drug Offenders

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

Drug Offense Victims and Offender Accountability

<u>Who Are the Victims?</u>	<u>Damage or Loss to Victims</u>	<u>Sanction Type</u>	<u>Holding the Offender Accountable</u>
Victims of drug-related crimes	Loss from burglary, violence, auto accidents; increased medical and auto insurance premiums; death due to drug violence	Direct restitution Indirect restitution Other reparative requirements	Monetary payment for loss due to offense Impose a fine or confiscate moneys from drug sales to take care of property damage; payments to fund for funeral expenses Write letters of apology
Homeowners and residents of drug trafficking neighborhoods	Increased property taxes; reduced property values; increased expense to ensure safety (security equipment, alarms, etc.); decline in civility and quality of life	Community service Victim awareness activities	Neighborhood cleanup projects restore evacuated crack houses or other deteriorated buildings Surrogate victim-offender mediation with residents of housing projects with extensive drug sales

<u>Who Are the Victims?</u>	<u>Damages or Loss to Victim</u>	<u>Sanction Type</u>	<u>Holding the Offender Accountable</u>
Crack babies and AIDS victims	Loss of life or shortened life span; long-term mental, physical, and psychological disabilities; social ostracism	Victim awareness activities Indirect restitution Community service	Visit AIDS and crack hospital wards; participate in crack abuse awareness education Pay fines or confiscate moneys from drug sales to pay for medical treatment Disseminate AIDS educational materials
Health care system	Overloaded emergency care and rehabilitation services; increased health insurance premiums; increased rate of social diseases due to prostitution and needle sharing	Indirect restitution Community Service Victim awareness activities	Pay fines or confiscate money to offset cost of drug treatment programs or care of crack babies Perform service work at neighborhood clinics (e.g., lawn maintenance, prepare surgical packets) Emergency room or crack ward visits

<u>Who Are the Victims?</u>	<u>Damage or Loss to Victims</u>	<u>Sanction Type</u>	<u>Holding the Offender Accountable</u>
Offender's family members	Increased stress, anxiety, worry, and financial loss; violence and death; poor role model for siblings; social stigma	Direct service Treatment focused on reconciliation	Assign tasks to be done for family or around the house Require participation in family counseling
Other addicts	Loss of health and self-esteem, academic and employment opportunity; increased social dysfunction and isolation	Indirect restitution Community service	Impose fines targeted to drug abuse treatment Service work in detox centers; assist with AA
Offender users	Loss of health and self-esteem, academic and employment opportunity; social dysfunction and isolation; potential loss of life	Competency development treatment education Indirect restitution Victim awareness activities	Enforced detox and abuse treatment; attend drug education programs; assist with drug education for peers; choose between paying a fine or learning to read to a certain level Pay part of own treatment program Participate in victim sensitization program; attend funerals of youth who die from drug abuse; visit hospitals and morgues

THINK ABOUT...



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

Loving on the Edge

by

Amena Oliver

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

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

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

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

"Everything's gonna be all right, Boo," he told me that evening, calling me by the nickname he had given me. But nothing would ever be "all right" between us again. I was a sassy 16-year-old when I met Troy. He was 18, the eldest child in his family and his mother's favorite. Although he knew and communicated with his father, he made it clear on many occasions that he strongly disliked his namesake. "My father is a f----- bum," he once told me.

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

<u>Who Are the Victim?</u>	<u>Damage or Loss to Victims</u>	<u>Sanction Type</u>	<u>Holding the Offender Accountable</u>
Social and criminal justice services	Increased costs, caseloads, and staff burnout; increased need for foster homes, residential homes, rehabilitation centers, etc.	Community service	Work in a kitchen or shelter for the homeless Fines or confiscation of drug sales moneys to offset prosecution costs
Schools and students	Property loss due to theft and vandalism; decrease in quality of education due to reduced learning ability as a result of apathy and reduced ability to concentrate; increased violence	Community service	Help repair deteriorated buildings, clean windows and floors, etc.; participate in drug awareness classes and help educate other students; tutor preschool or elementary children in reading; assist teachers with drug education curriculum
Teachers	Increased stress, worry, anxiety; frustration over inability to teach properly; decreased job satisfaction	Direct service	Serve as a classroom aide

(Excerpted from Accountability in Dispositions for Juvenile Drug Offenders; reprinted with permission by the U.S. Department of Justice, Office of Justice Programs, Bureau of Justice Assistance)

THINK ABOUT...



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

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

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

PERSONAL SAFETY

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

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

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

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

What would you say to your sister about drug use?

How could you help her face her addiction?



GUEST SPEAKER NOTES

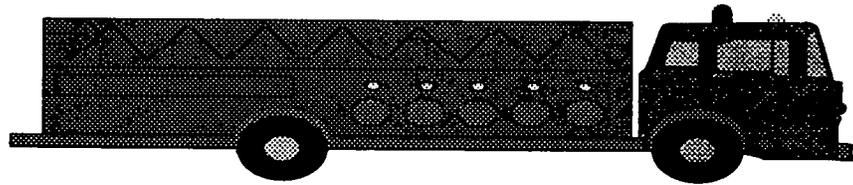
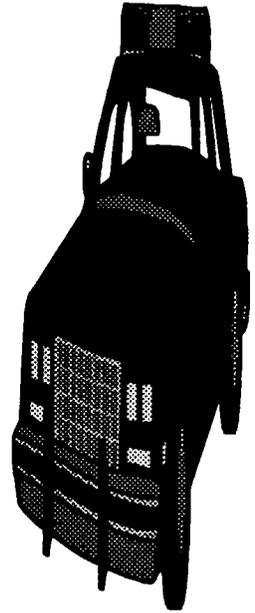
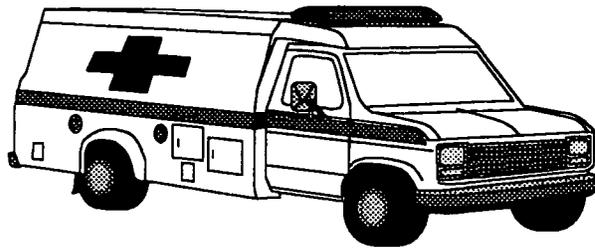
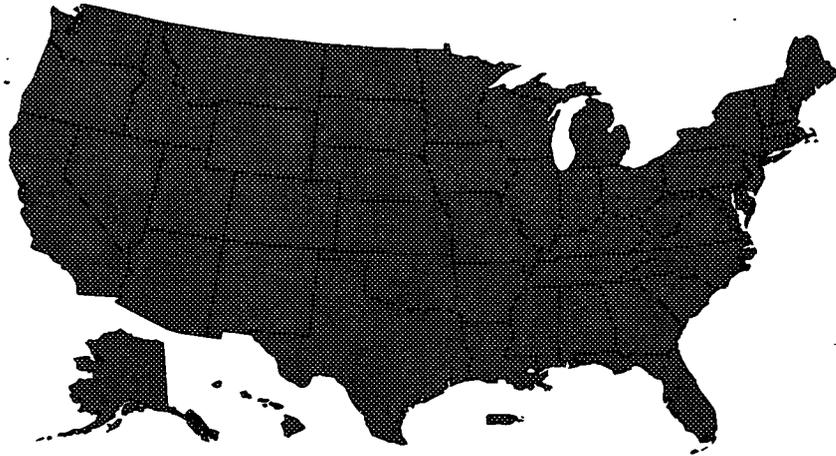






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VIOLENT CRIME





WORDS TO KNOW

violent crime

assault

robbery

domestic violence

sexual assault

rape

restorative justice

conflict resolution

elder victimization

child victimization

drunk driving death and injury

homicide

gang violence

restitution

OBJECTIVES

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

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



THINK ABOUT...



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

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

3. How does violent crime affect your community?



DEFINITIONS: What Is Violent Crime?

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

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

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

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

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



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

Assault is committing a violent injury to another person.

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

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

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

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

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

THINK ABOUT...



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

1. ___ After a homicide is committed, there are no victims because the victim died.
2. ___ Sometimes, assaulting someone is the only way to handle a dispute.
3. ___ The trauma to the victim ends once the crime has been committed.
4. ___ Victims of crime suffer significant economic hardship after a violent crime.
5. ___ Since violent crime is now going down a little, most Americans feel safe.
6. ___ There are about 50,000 criminal victimizations a year.
7. ___ More blacks than whites were arrested for crime in 1994.
8. ___ About 10% of violent crimes include use of a weapon.
9. ___ Post-Traumatic Stress Disorder (PTSD) is an emotional illness suffered primarily by war veterans.
10. ___ Juvenile offenders should not be held accountable for their crimes since they're just kids.

Psychological Trauma of Crime Victims

Most crime victims report that during and after the crime, sometimes for weeks and months, they experience a rapid heart beat and hyperventilation. They feel intense fear, helplessness, and horror.

These anxiety reactions -- feeling afraid even though there may not be anything else to be afraid of -- disrupt their ability to concentrate and perform simple tasks. They think about the crime a good bit of the time and have flashbacks and bad dreams. They worry that other people will not believe them when they tell what happened and they are afraid someone will blame them rather than the offender.

Following are the symptoms of post-traumatic stress disorder:

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

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

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

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

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

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

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



Accountability

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

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

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

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



Juvenile Crime Offenders

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

What's going on?

Gang Violence

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

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

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

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

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

THINK ABOUT . . .



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

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

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

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

Victims of Gang Violence

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

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

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

A Brief History of Juvenile Justice

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

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

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

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

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

Following is a summary of the new law.

The Violent Crime Control and Law Enforcement Act of 1994

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

THINK ABOUT . . .



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

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

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

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

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

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



Accountability:

Conflict Management

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

It is often said that violence breeds violence.

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



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

Human beings do three things:

- ◆ They feel
- ◆ They think
- ◆ They act

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

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

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

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

Here's how they work:

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

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

What kind of world do you want to live in?

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

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

THINK ABOUT...



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

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

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

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

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

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

- 1. What is the conflict about?**

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

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

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

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

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

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

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

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

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

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

Time-Out



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

What is Time-Out?

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

When do I use Time-Out?

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

How do I do it?

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

- ◆ Use the steps in the previous exercise to better understand yourself and the other person. Try to arrive at some non-violent alternatives.
- ◆ If you are not ready at the end of the hour, phone the person and reschedule.

What do I do when we get together again?

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

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

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

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

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

REMEMBER

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

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

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

Explain your choice:



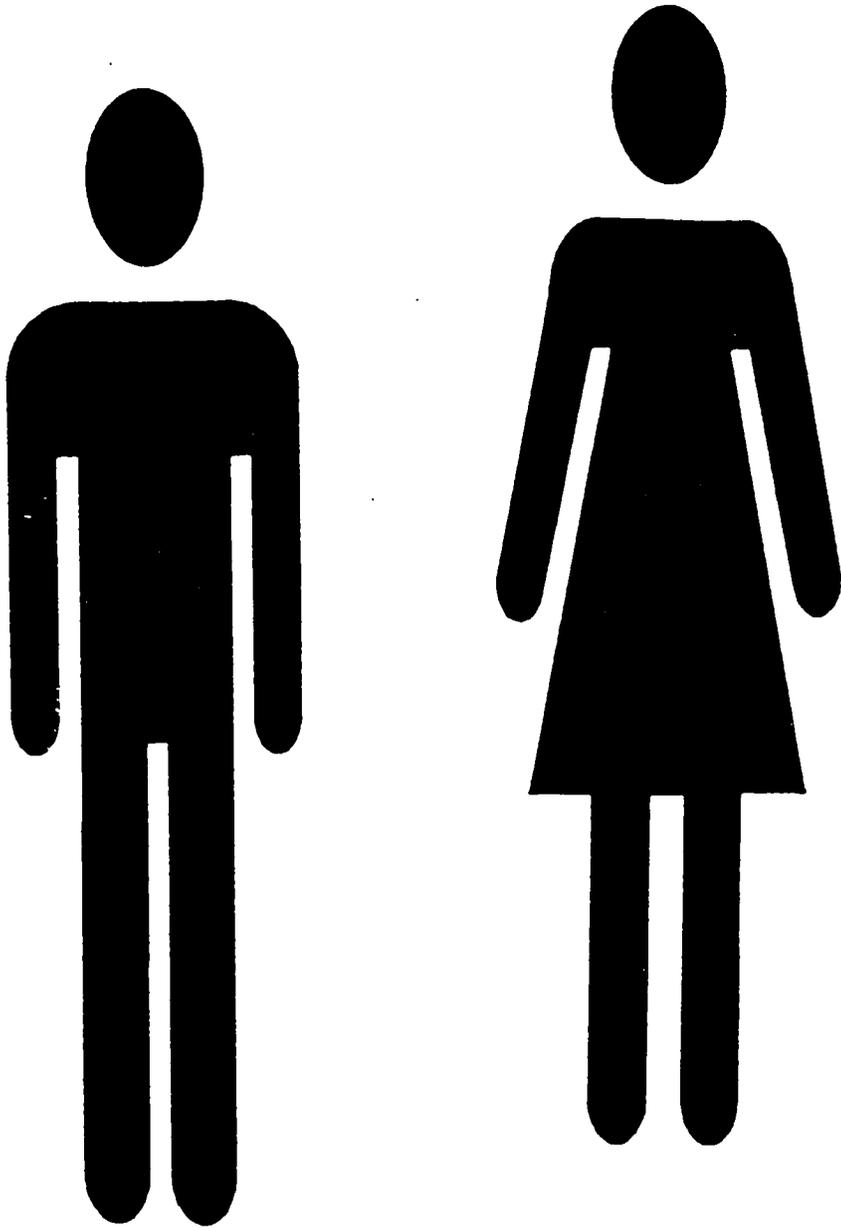
GUEST SPEAKER NOTES





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DOMESTIC
VIOLENCE





Domestic Violence

WORDS TO KNOW

cycle of violence

denial

responsibility

economic dependence

rescue complex

embarrassment

OBJECTIVES

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

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



THINK ABOUT...



Read the following true story.

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

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

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

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

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

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

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

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

DEFINITIONS

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

What is battering?

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

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



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

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

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

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

Accountability

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

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

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

Battering crosses all racial and ethnic lines and is found in all religious groups and social class levels.

It can be perpetrated by males or females in heterosexual or homosexual relationships. According to the FBI, a woman is battered every 15 seconds.

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

CYCLE OF DOMESTIC VIOLENCE

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

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

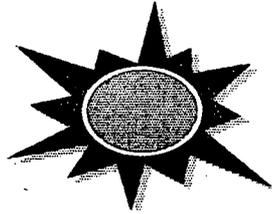
Physical violence is a learned behavior. How a person deals with feelings of rage, frustration, or tension is a choice. Some believe that it is acceptable to demonstrate strong feelings by using violence. Battering is an exercise in power and control. A man may have a variety of reasons and excuses for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

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

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

CYCLE OF VIOLENCE

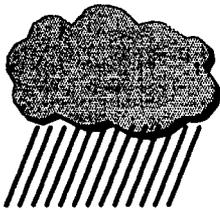
Honeymoon Period



Calm stage (this stage
may decrease over time)
Denial of violence, say
they are sorry and promise
it will never happen again.

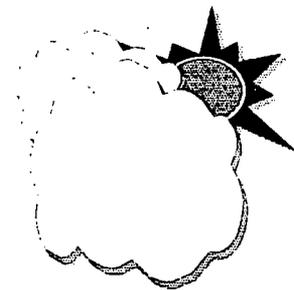
Tension Building

Increased tension
anger, blaming
and arguing



Abusive Incident

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



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

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

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

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

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

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

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

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

REMEMBER:

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

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

THINK ABOUT...



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

- ___ 1. The battered women syndrome affects only a small percentage of the population.
- ___ 2. Wives batter husbands, too.
- ___ 3. Battering is restricted to poorly educated families from lower social-economic classes.
- ___ 4. Husbands and wives have always fought. It's natural and can't be bad.
- ___ 5. A slap never hurt anyone.

- _____ 6. **Battered women are masochistic and enjoy it, otherwise they wouldn't stay.**
- _____ 7. **Some women provoke a man and deserve to get beaten.**
- _____ 8. **Batters are psychopathic.**
- _____ 9. **The batterer is not a loving person.**
- _____ 10. **Alcohol abuse cause violence.**
- _____ 11. **Men who batter are reacting to the feminist movement.**
- _____ 12. **Most of society does not condone domestic violence.**

_____ 13. **The police do not take domestic violence seriously.**

_____ 14. **Shelters break up families.**

_____ 15. **A batterer also beats his children.**

_____ 16. **Once a batterer, always a batterer.**

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

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

Why Do Women Stay In Battering Relationships?

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

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

THINK ABOUT...



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

CHILDREN IN VIOLENT HOMES

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

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

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

Child Abuse in Violent Homes

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

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

Witnessing Parental Violence

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

The Impact on Children

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

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

Over a longer period of time, the child's exposure to violence may lead to later violence on the part

of the child--as well as to other serious emotional and behavioral problems.

- ◆ Violence witnessed at home is often repeated later in life. Violent parental conflict has been found in twenty to forty percent of the families of chronically violent adolescents. Seventy-five percent of boys who witness parental abuse have demonstrable behavioral problems.

- ◆ A comparison of delinquent and nondelinquent youth found that a history of family violence or abuse was the most significant difference between the two groups.

- ◆ Child and adult victims of abuse are more likely to commit violent acts outside the family than those not abused. Abused children are arrested by the police four times more often than non-abused children.

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

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

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

Courts should consider the effects of parental violence in custody and visitation cases. Counseling should be available to help children from violent homes avoid the serious consequences of abuse.

(National Resource Center on Domestic Violence, 1993).

THINK ABOUT...



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

BATTERERS

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

PREDICTORS OF DOMESTIC VIOLENCE

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

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

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

(National Coalition Against Domestic Violence, 1993)

THINK ABOUT...



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

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

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

PERSONALITY TRAITS OF ABUSERS

Family Background

A violent person was often raised in a violent home:

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

Personality

Batterers typically:

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

Social Relationships

In the context of intimate relationships batterers typically:

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

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

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

The Importance of the Victim in the Life of the Abuser

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

To Lose His Mate

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

THINK ABOUT...



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

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

Check the feelings that you think Danielle might be feeling:

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

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

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

- ◆ Call the police.
- ◆ Leave the house and go _____
- ◆ Call an ambulance.
- ◆ Call a friend or _____
- ◆ Do nothing and hope his mood improves before he comes back home.
- ◆ Wait for him to return and ask him to take you to the hospital.
- ◆ Call a hotline for battered women and hope they can tell you what to do.
- ◆ Try to find a place to stay for the night until he has cooled down.
- ◆ Leave and plan to never return.

3. Why did you choose the decisions you did?

4. What problems did your decision solve?

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

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

Research Relating Response To Stress And Violent Relationships

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

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

THINK ABOUT...



- 1. How would you define "stress"?**

- 2. What kinds of things cause you stress?**

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

If, however, a passive person finds her/himself locked into a relationship with a controlling person, or if a person is made to act out a submissive role by an abusive partner, these stereotypical traits can be very unhealthy. It is important that we:

- ◆ Freely choose the kind of person we want to be
- ◆ And are allowed to be that person within our relationships

(Reprinted from "Presenter's Manual - When The Good Times Go Bad: Teenage Dating Violence", produced by Turning Point and The Columbus Service League, P.O. Box 103, Columbus, Indiana 47202)

THINK ABOUT...



Don't Get Trapped With Stereotypes

Directions: List some qualities you look for in choosing a female friend. Then list qualities you look for in choosing a male friend. These adjectives will get you started:

a good listener	a "party" person
affectionate	agreeable
athletic	bashful
cute	decisive
easy-going	friendly
helpless	honest
jealous	kind
mean	moody
reliable	responsible

sexy

a "take-charge" person

aggressive

confident

dependable

good-looking

intelligent

loner

not too good-looking

restless

strong

warm

smart

adventurous

assertive

confrontive

eager

happy-go-lucky

intense

loving

passionate

sensitive

tender

I like my female friends to be:

I like my male friends to be:

Are your lists the same or different?



Should they be the same or different?

Are you guilty of using sex-role stereotypes?

(Reprinted from "Presenter's Manual - When The Good Times Go Bad: Teenage Dating Violence", produced by Turning Point and The Columbus Service League. P.O. Box 103, Columbus, Indiana 47202)

Where Can You Find Help For The Abused and The Abuser?

There are people who can help you:

- ◆ Your parents
- ◆ Your teachers
- ◆ Ministers
- ◆ Guidance counselors
- ◆ Local domestic violence agency
- ◆ Domestic violence hotlines
- ◆ Mental health center
- ◆ Family counseling agency

THINK ABOUT...



- 1. How is a strong self-identity a way to prevent dating violence?**

Answer the following questions about your self-concept:

a) What do I like about myself?

b) What are my strengths?

c) What long-term and short-term goals do I have?

d) What would I like to change about myself?

2. **Explain how you could help a friend or family member who is either a victim or abuser in a dating violence situation.**

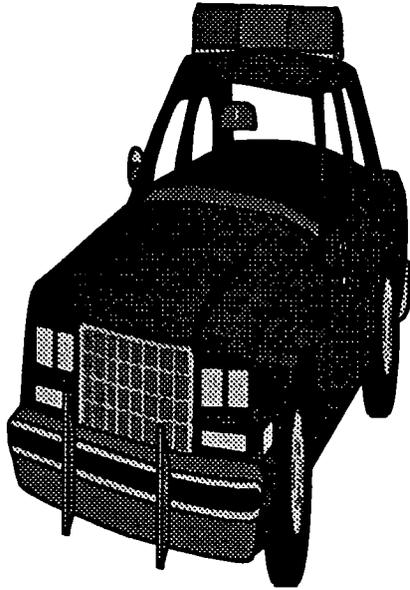
PERSONAL SAFETY

Picture yourself in the following situation: You are at a party with a number of friends. You observe two of your friends arguing, both make derogatory remarks to the other. Your male friend clenches his fist and appears to be ready to strike the female. What could you do to prevent an escalation of violence: Explain three solutions.

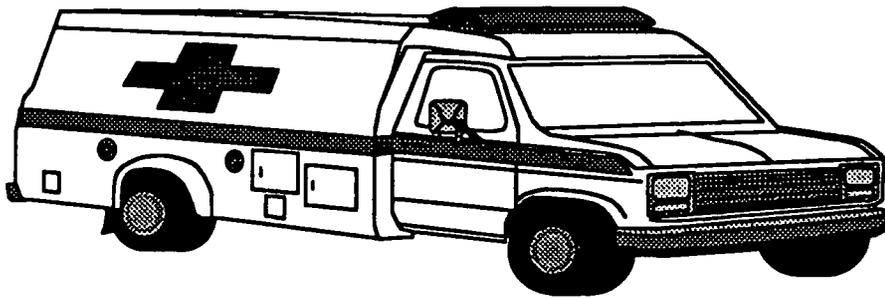
GUEST SPEAKER NOTES



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ELDER ABUSE





WORDS TO KNOW

elder

dependent adult

elder physical neglect

elder emotional abuse

elder financial abuse

elder physical abuse

surrogate abuse

caregiver

OBJECTIVES

As a result of this lesson you should be able:

- ◆ define elder abuse
- ◆ identify reasons why elders are abused
- ◆ list types of crimes against the elderly
- ◆ explain the impact of abuse on elders
- ◆ describe ways to prevent elder abuse and neglect



THINK ABOUT...



Read the following scenarios, and, based on your best guess, choose the kind of crimes against the elderly you believe each case represents from the WORDS TO KNOW.

- ◆ Joan is an 84-year-old widow living with her grand-niece in a nice rural setting. Her home environment is clean, but the landlord has noticed bruises on Joan's face and arms. Suspecting abuse, he notified County Adult Protective Services (APS) program. After assessing the situation, the APS investigator found that Joan was being beaten and slapped by her grand-niece. APS removed Joan from the home and placed her with a new caretaker.

Crime: _____

- ◆ Alex is a 77-year-old man whose house is cleaned twice a week by a neighborhood volunteer. When a next door neighbor did not see Alex come out of the house for several weeks, she suspected something was wrong. She notified the County Sheriff's Department. Sheriff's investigators discovered that the volunteer cleaning person had often isolated Alex in a room and shouted obscenities at him because she said he caused her to have to do too much work. The matter was referred to APS, who helped Alex find a new cleaning person.

Crime: _____



- ◆ Eighty-one-year-old Mitsuko is a recent widow, residing alone in her home. A friend suggested she allow a college student to move in with her as a boarder to help pay for expenses. Soon after, the student allowed two of his friends to move in without offering to pay Mitsuko any additional rent. Next door neighbors, who regularly kept an eye on Mitsuko, became worried when they noticed groups of young people coming and going from the house at all hours. They phoned the City Police Department to report the matter. Police investigators found that the students had threatened Mitsuko and had used her automated bank teller card to withdraw large sums of money. The students were arrested and Mitsuko is once again living alone.

Crimes:

- ◆ Eighty-two-year-old Eva is paralyzed. Her eldest son was legally granted conservatorship of her estate and they live together in a four-bedroom home. When a younger son who lived out of state came to visit, he contacted APS to report that his mother was living in an environment that he believed was unfit. An APS investigator visited Eva's home and discovered she had been locked up and forced to live in one room that was filthy and unkempt. The representative also found that she had frequently been denied proper food and medication. After this initial visit, Eva was moved to a skilled nursing facility and her younger son was placed in charge of her financial affairs.

Crimes:

(Case studies reprinted from "Elder Abuse" Pamphlet F3-7345, California Attorney General's Crime Prevention Center)



DEFINITIONS

Crimes Against the Elderly include the willful infliction of physical injury or mental anguish and the deprivation of essential services by the caregiver. The elder is one who is unable to protect or provide for him/herself and is not receiving needed services from caregivers.

Dimensions of maltreatment encompass physical abuse, physical neglect, emotional abuse, emotional neglect, deprivation, sexual exploitation, sexual assault and verbal assault. Crimes Against the Elderly laws generally state that any person or caretaker who willfully causes harm or death to an elder or dependent adult or permits the elder or dependent adult to be placed in a situation where his or her health is endangered is in violation of the law. Laws often include language specifically addressing theft or embezzlement from an elder or dependent adult.

Physical neglect is far more common among elderly victims than extraordinary violence. Such neglect may take the form of isolating the victims, tranquilizing them, leaving them in unsanitary living conditions, providing them with inadequate ventilation or heat, and so forth. Neglect includes failing to give medicine, food or personal care; and withholding aids such as dentures, hearing aids or eyeglasses.

Physical abuse includes beating, slapping, kicking or other abuse causing welts, sprains, burns, bruises or dislocations.

Financial abuse occurs when caretakers gain control over the bank account or the property of an elderly person. This type of elder abuse involves mismanaging property or even stealing property, savings, credit cards or Social Security checks. Insisting that an elder sign wills and forcing an elder to turn over stocks, bonds or savings are other forms of financial exploitation. Caretakers sometimes convert funds or transfer property without the knowledge of the elderly owner. Because of the laws in many jurisdictions, the signing of a simple power of attorney may give a caretaker or relative entire authority to dispose of property. In some cases such disposition leaves the elderly victim penniless and powerless.

Following is a case example of financial and emotional abuse.

Hannah Goldberg lived by herself in a small house that she had occupied for thirty-five years with her husband prior to his death. She felt secure with a small bank account and a monthly pension check. When her son-in-law visited her a year after her husband had died, he persuaded her to let him help her with her day-to-day finances. Within six months, her home had been sold and she had been moved into a single room occupancy hotel in a deteriorating part of the city. Her son-in-law deposited her monthly pension check and gave her an allowance of \$40 a week for food and incidentals. She died in her room nine months after the move.

Emotional abuse can take a number of devious forms. Common types of emotional or psychological abuse include refusing access to a bathroom, the telephone, or the radio/television; making an older person beg for food or medication; varying the temperature to the extreme; scaring an older person with stories of death and disease; and so on. Psychological abuse includes verbal harassment, threats or withholding companionship from an elderly person isolating him or her.

Following is an example of emotional abuse and neglect.

Mary Cameron's daughter placed her in a dark closet if Mary became irritable or disagreed with her daughter. She often was left there all day long without food or water. When Mary threatened to tell someone, her daughter told Mary she would have her committed if she became any more troublesome.

Surrogate abuse takes place in the form of destruction of property or pets. Common objects for violence are articles of sentimental value to the elderly person or items that seem vital to an enjoyable life. Following is an example of surrogate abuse.

Sara Thompson's daughter-in-law killed Sara's cat. She told Sara that she had to get rid of the cat because it ate too much. She added that Sara ate too much, too. Sara lived in fear that she would be murdered as well.

Accountability

Crimes against the elderly have severe physical and emotional impact on its victims. Abuse and neglect inflict serious physical injuries and pain on elders who are often extremely vulnerable and dependent on their caretakers.

Elder maltreatment imposes severe emotional trauma on the victim. The maltreatment is most often perpetrated by one in a position of trust. The elderly person may have been abused most of his or her life by a spouse or others. Many are confused about why they were abused, often unjustly blaming themselves for the abuse. Victims feel embarrassed and ashamed about what happened and have trouble discussing the abuse. The home should be a place of comfort and refuge, but for too many elderly people it is a place of punishment and fear.

As the nation's population of vulnerable elders increases, so will the incidence of elder maltreatment unless the seriousness of the problem is recognized and steps taken to prevent it.

Unfortunately, the problem of elder maltreatment has not been adequately researched and many assumptions exist. But basic information is known. First, most abusers are related to the victim, and are usually adult children or spouses. Second, the abused usually live with their abusers. Third, a majority of victims are females aged 75 and older. Last, elder abuse is usually reported by third parties (California Department of Justice, 1991).

Put yourself in the place of the elder maltreatment victims and imagine how you would feel if you were being abused or neglected. **No one has the right to abuse or neglect elders in any manner, regardless of one's circumstances.**



THINK ABOUT...

Read the following story.

Rita Yeates is a confused 91-year-old woman who is cared for by her granddaughter. On one occasion she was found in saturated adult diapers, and on another, she was restrained with ropes around her waist and had several small cuts over her eye.

Who Are The Abused?

Do you know an elderly person you think may be being abused? If so, think of that person and place an "X" to the left of the qualifying symptoms below.

- Frequently female**
- Often over 75**
- Usually live with their abuser**
- Internalized blame -- believes he/she "causes" the problem**
- Often ashamed**
- Passive -- rarely takes action on his/her own behalf**
- Socially isolated**
- Compliant**
- Loyal -- may defend the abuser; often deny the abuse**
- Dependent**
- Frail**
- May be suffering from a mental or physical impairment**

Indicators of Elder Abuse

The following indicators do not necessarily imply elder abuse. They can, however, be helpful clues in assessing the situation. The physical assessment of abuse should be obtained from a physician or trained health practitioner.

Thinking of the same person, place an "X" beside indicators you have observed.

Physical:

- Uncombed hair or unshaven**
- Poor skin condition or poor skin hygiene**
- Unkempt, dirty**
- Patches of hair missing and/or bleeding below the scalp**
- Malnourished or dehydrated**
- An untreated medical condition**
- Soiled clothing or bed**
- Torn, stained or bloody underclothing**
- Foul smelling**
- Cuts, pinch marks, skin tears, lacerations or puncture wounds**
- Unexplained bruises or welts**
- Bruises or welts in various stages of healing**
- Burns - may be caused by cigarettes, caustics, friction from ropes or chains**
- Injuries that are incompatible with explanations**
- Injuries that reflect outline of object used to inflict it - electric cord, belt, hand**
- Home and yard in obvious need of repair**

Emotional:

- Confused**
- Frightened**
- Extremely forgetful**
- Withdrawn**
- Depressed**
- Helpless**
- Angry**
- Disoriented about time and place**
- Giving unbelievable responses when asked about maltreatment**
- Hesitant to talk freely**

Social:

- Elder is isolated or lonely with no friends or relatives who drop by**
- Family members or the caregiver isolates the elder, restricting the person's contact with others**
- Elder's interaction or activity within the family is restricted or prohibited**
- Family of elder is isolated**
- Elder is not given the opportunity to speak for him/herself or to see others without the caregiver present**
- Family has a history of violence or drug or alcohol abuse, with its members using those behaviors to cope with stress**

_____ **Unemployed adults with emotional problems living with the elder**

Financial:

_____ **Unusual activity in bank accounts, such as withdrawal from automatic teller machines when the person cannot walk or get to the bank**

_____ **Signatures on checks and other documents that do not resemble the older person's signature**

_____ **Checks and other documents are signed when the elder cannot write**

_____ **Lack of conveniences - TV, personal grooming items, appropriate clothing**

_____ **Numerous unpaid bills and overdue rent when someone has been designated to pay the bills**

_____ **The elder has been placed in a nursing home or residential care facility that is inconsistent with his or her income or assets. For example, a senior with income of \$2000 a month is placed in a facility costing only \$350 a month.**

_____ **The elder is denied necessary placement and/or services by the person controlling the elder's resources. For example, the elder needs services but the relative or person controlling the assets won't spend the money.**

(Reprinted from Lifeline...Preventing Elder Abuse, California Attorney General's Office, November, 1992))

THINK ABOUT...



Read the following case example.

Annie Wilson, 76, was assaulted several times by her son who was living with her at home. Neighbors reported these incidents to the police, but the victim and her son denied everything, claiming instead that the neighbors were assaulting them!

The abuse continued until finally the son knocked his mother down, hurting her badly enough that she needed hospitalization. Although Mrs. Wilson still didn't want to press charges, the injuries were severe enough that the son was arrested and charged with felony elder abuse.

1. **What type of abuse is indicated in the case example? Explain your answer.**

2. **How did the community get involved in this case example?**

3. **What else might the neighbors have done to help Mrs. Wilson?**

Why Elders Are Abused

Adult children are the most frequent abusers of the elderly in domestic settings. Thirty-five percent of the elder abuse cases in 1994 involved adult children of the abused as abusers. "Other relatives" ranked as the second most frequent abusers (13.6%), and spouses ranked third (13.4%) (NCEA, 1995).

Many factors can lead to elder abuse. It is important to know what these problems are in order to better understand and prevent this form of societal violence.

Again, think of the elderly person you believe may be being abused. Mark an "X" by those indicators which fit the person's caregiver(s).

- The caregiver may be overwhelmed by his/her own problems such as:**
 - drug/alcohol problems**
 - mental disabilities**
 - external stressors (divorce, loss of job, trouble w/law, poor or crowded housing).**
- Violence was learned as an acceptable way to solve problems in the family.**
- The caregiver may resent the additional demands placed on him or her.**
- The caregiver may be acting out unresolved resentments and anger from earlier years.**

- _____ **The caregivers may need additional supportive services he or she does not know how to access or can't afford.**
- _____ **The caregiver may simply not love, or be unable to love, the parents.**
- _____ **The caregiver may be confused about role reversal -- still expects the elderly parent to meet his/her needs.**
- _____ **The caregiver may displace anger on the parent that would more appropriately be targeted on another authority figure.**
- _____ **The caregiver has poor impulse control and lashes out not only at parents but many people.**

White Collar Crimes and the Elderly

You will learn more about white collar crime in a later chapter, but you need to learn the definition now. White collar crimes are fraudulent schemes, usually perpetrated by persons of social and economic status, targeted against persons or organizations for the purpose of illegal financial gain.

Examples of white collar crime include mail fraud, telemarketing fraud, insurance fraud, and credit card fraud. White collar and fraudulent perpetrators often target elderly victims. The elderly can be particularly vulnerable if they are isolated and lonely, having time to pay attention to all their mail, to telephone calls and to visitors. They become even more vulnerable if they are economically distressed. Con artists, aware of these dynamics, can easily manipulate these victims. Because they exchange lists with one another, several of these groups may approach an elderly victim who has responded favorable to another manipulative vendor.

Once aware of the crime, many elderly victims are reluctant to come forward because they feel ashamed of having been "taken in." They fear that if their adult children find out, they will deem them incompetent to handle their own financial matters and seek a Power of Attorney or guardianship, thus limiting the elderly person's independence.

GUEST SPEAKER NOTES

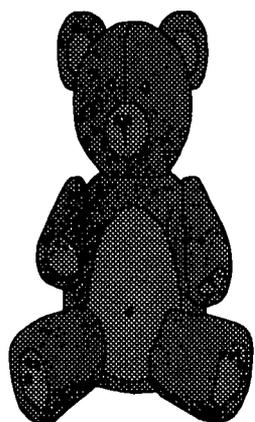
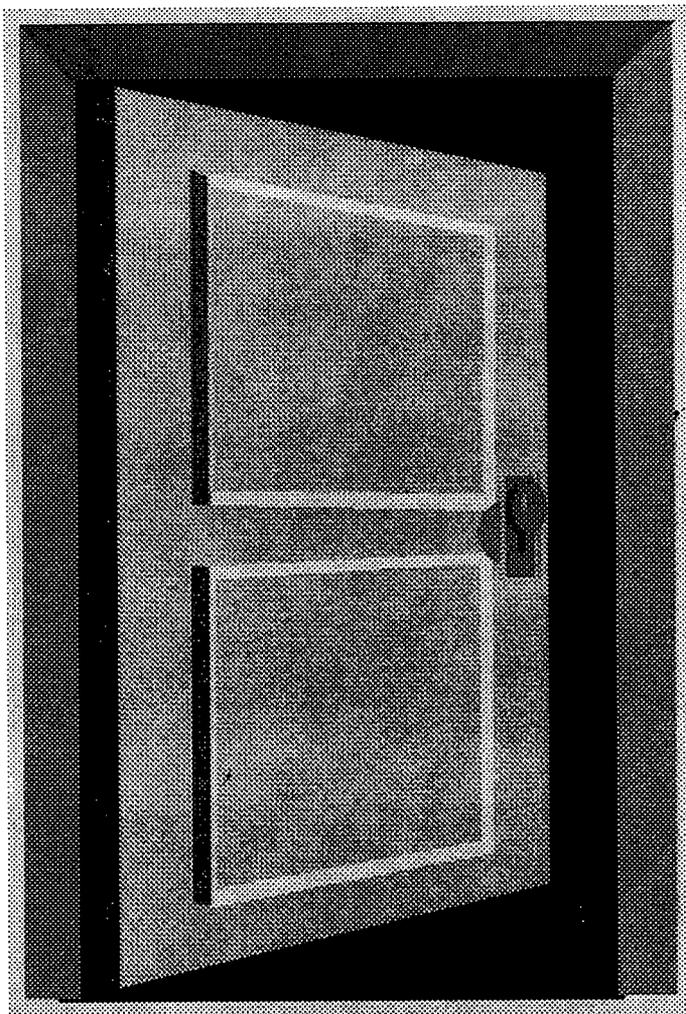






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CHILD ABUSE





WORDS TO KNOW

child maltreatment

physical abuse

sexual abuse

incest

emotional abuse

verbal abuse

neglect

discipline

OBJECTIVES

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

- ◆ define the types of child maltreatment
- ◆ discuss the causes and effects of child maltreatment
- ◆ recognize symptoms of child maltreatment
- ◆ identify characteristics in abusive adults
- ◆ explain the difference between discipline and maltreatment



THINK ABOUT...



Incest: If You Think the Word is Ugly,

Take a Look at its Effects

by

Barbara Myers and Kee MacFarlane

I am often asked to describe what my father did to me. It is far easier to say what my father did to me than to tell what I did to myself. It started when my mother went into the hospital for a nervous breakdown. I was about seven years old. My dad would have me sit by him and would tell me how much he needed me; that was when he began touching me sexually. I didn't mind at first. I was so alone and needed the attention.

When my mother came back I didn't need or want my dad to touch me anymore, but by that time a pattern had been set that would last until I was 15 and was old enough, or scared enough, or sick enough, or angry enough to cry out for help in a way that was finally heard by some adults around me.

At first he would just stand by the bed and touch me. Later he began to lay in the bed beside me. Although he began by being gentle, as time went on, his touch became rougher and rougher. He would leave me feeling sore and bruised for days. I saw and heard him beat my mother so many times

that I was in constant fear he would kill her. I knew I was no match for him, and I guess that his sexual abuse was somehow better than the physical abuse my mother received.

Total detachment became my way of dealing with what went on at night. I would roll into the wall when he came in, pretending to be asleep. I would cry hysterically, in order to get into my own pain that I wouldn't notice what he was doing. When the intercourse started, it was so physically that I couldn't detach from my physical self. I was around 11 years old at the time. My tolerance for physical pain increased, and the physical pain I inflicted on myself acted as a release for the emotional pain I couldn't express. I sprayed perfume and hair spray in my eyes because it stung and kept me crying. I thought that if only I could make myself go blind, my father would be nice to me and my mother might take care of me. The fact that I didn't go blind made me cry even more.

I continued to try to get sick or be physically injured. I told myself that no one would continue to hurt a really sick child. I tried to break my foot by pounding it with a hammer. I jumped off the garage for the same reason. I wanted someone to take care of me, someone to see that I hurt. But I found that if I got sick, and stayed home from school, my father would abuse me during the day. I wanted to go into a hospital so I could get away from the house.

I remember a conscious switch toward anger when I was about 12. I felt such rage that I had to hurt someone. So, I'd hurt myself because I hated myself for being so powerless. I started to burn myself from my wrists to my elbows with a cigarette. I wanted someone, anyone, to see my pain and

acknowledge it. No one acknowledged my pain. So I started sniffing glue, to get out of my pain, and it worked. Drugs became my great escape; there was nothing I wouldn't try in order to get high. When I was on drugs, I felt high, happy and in control of my life.

When I was high, I had peers; I finally belonged somewhere- in a group with other kids who took drugs. Whatever the others were taking, I took twice as much or more. It made me feel big and powerful because I didn't care what happened to me.

With the drugs, came drinking. Drinking got me back into my pain; it allowed me to express my hurt and my anger. I was too young to buy alcohol so I got other people to buy it for me. They were usually men, and, since they were always interested in sex, I always had something with which to pay.

I got more physically self-destructive when I was drinking. I could tolerate more physical pain when I was drunk. I purposely started fights so my boyfriend would beat me up. I felt I deserved it. I also remember longing for human closeness, for physical contact of any kind that would prove others were paying attention to me.

Eventually, I knew that, wherever I went, men would find me and abuse me. So, my attitude toward prostitution was, "Why not?". If I had to have sex, I thought, why not get something for it?" I felt that I deserved the money: other men were going to have to pay for every time my father had me. Nothing they did could repulse me. After a while, I even made my father give me money and other

things I wanted. Even after I left home, I still had the power over him because I carried his secret. I figured that if I couldn't get anything else from him I needed, at least I could get material things.

Since I thought that the only thing men wanted was sex, the only way I could see to get power in a relationship was by making them pay for it. It was my only control. I had learned to detach my mind from my body at such an early age that it was easy to disassociate myself from those brief, sexual encounters. I thought that other girls were stupid to give it away. Prostitution was a way for me to capitalize on what I thought was the only thing I had to offer. I guess I thought taking money from a stranger was my distorted way of having them take care of me, even if only financially.

I felt so doomed that I often thought I might as well shorten the agony. I was so young the first time I tried to overdose on a bottle of aspirin. It was scary and difficult to decide whether it was harder to kill myself or to go on living the way I had been. Mostly, I tried to overdose on drugs, but sometimes I did other things, like cut my wrists. Sometimes, I was relieved to wake (hoping that others would finally see how bad things had gotten for me); other times, I was bitterly disappointed to find I was still alive.

My anger and my acting out were my survival tactics for many years. These tactics were contained in my self-destructive behavior, and I couldn't stop until I found other ways to survive. I was lucky to find people who finally heard what I was saying, and, what I wasn't saying. I realize now how close I was to dying-- inside and out.

Jot down your responses to the questions and be prepared to discuss them in class.

1. Imagine that you are the child in this story. What are your reactions to what has happened to you?

2. Imagine that the child in this story is your sister. What are your reactions?

3. Imagine that the child in this story is a friend in the neighborhood. What are your reactions?

TRUE/FALSE QUIZ

Read each statement. Mark a "T" for True or a "F" for false in the blank.

1. A firm-to-severe spanking does no harm to children.

2. A firm-to-severe spanking or beating is necessary to manage children.

3. Only the poor physically abuse their children.

4. Parents who abuse their children are very confident, powerful individuals.

5. Child neglect has no harmful effects on children.

DEFINITIONS

Child Maltreatment includes physical abuse, sexual abuse, emotional abuse, verbal abuse or neglect which results in an observable and material impairment in a child's growth, development, or psychological functioning.

Physical Abuse includes acts that result in substantial harm from physical injury to a child or the genuine threat of substantial harm. Examples of physical abuse include beating children with hands, switches, boards, electrical cords, belts or tools. It can also include allowing older siblings to physically abuse younger brothers and sisters.

Sexual Abuse includes any sexual contact with children, failing to make a reasonable effort to prevent others from doing so, compelling or encouraging a child to engage in sexual acts or involving children in the production of obscene photographs or films. Examples of sexual abuse include an adult deliberately exposing his genitals to children, touching the sexual organs of child or photographing nude children posed in sexual positions with each other or with adults.

Incest is sexual contact between persons who are closely related. Child incest victims become trapped between affection or loyalty for the abuser and the sense that the sexual activities are terribly wrong. If the child tries to break away from the sexual relationship, the abuser may threaten the child with violence or loss of love. When sexual abuse occurs within the family, a child may fear the anger, jealousy or shame of other family members, or be afraid the family will break up if the secret is told. Neglect also includes failing to seek medical attention for sick children, failing to provide food, shelter, or clothing for children, or exposing children to situations where sexual abuse is likely to occur.

Emotional Abuse and Verbal Abuse, include acts of mental or emotional injury to a child, and/or, causing or permitting a child to be in a situation in which the child sustains a mental or emotional injury. Examples of this are screaming and yelling vicious, vulgar and demeaning insults at children or threatening them with violence. It can also include a caretaker who leaves a child in the care of someone else who is erratic, unstable, and subjects the child to cruel or bizarre threats. Verbal abuse is less likely than physical or sexual abuse to be reported, but it has long-term negative consequences on the child's development. Emotional/verbal abuse often accompanies physical and sexual abuse.



Accountability

Child Maltreatment has severe physical and emotional impact on its victims. Physical and sexual abuses inflict serious physical injuries and pain on the child. Some injuries leave life-long scars and other impairments.

Abuse most often has come from one in a position of trust and control. Without intervention, the child victim has difficulty developing and maintaining close and trusting relationships. Most abused children are confused about why they were abused, often blaming themselves for the abuse. If they are told it is their fault, they tend to believe it and feel shame about being "bad." Victims often feel embarrassed about what happened and have trouble discussing the abuse. They have dreams and flashbacks about the abuse, reliving the experiences time and time again. Sometimes they push memories of their abuse aside (repression) and only when they are in a safe environment do they remember what happened to them. Long-term effects of sexual abuse include suicidal tendencies, fears, isolation and stigma, lowered self-esteem, distrust, revictimization, substance abuse, sexual dysfunction and promiscuity (DePanfilis & Salus).

Even more tragic is the fact that children often learn and believe that physical abuse and neglect are acceptable forms of behavior (U. S Department of Health and Human Services, 1995). As adults, some abused victims often perpetuate violence by abusing their own children, rationalizing the violence because they tolerated it as children. Child abuse can be passed on from generation to generation until an adult decides that violence is not an acceptable form of behavior and breaks the cycle.



No one has the right to abuse children in any manner, regardless of one's circumstances.

THINK ABOUT...



Have you heard a recent news story (in the newspaper or on TV) about child maltreatment? If so, tell the class about it. Why do you think child maltreatment is sometimes not discovered or not reported?

THINK ABOUT...



Read the following story and answer the questions:

Carl lives in a large apartment building. His neighbors, Mr. and Mrs. Smith, have an 11-year-old son named Brian. About three or four times a month, Mr. Smith comes home drunk. It is during these times that Carl hears the neighbors arguing and often hears Brian scream and cry. Carl has noticed bruises on Brian after these incidents.

Last night, the Smith's had an argument and today Carl noticed that Brian has a black-eye and a swollen lip. When Carl asks Brian where he got the bruises, Brian replied, "I fell down."

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

- 1. What should Carl do? Talk to Brian's parents? If yes, what should he say? If no, why? Call Child Protective Services? Why or why not?**

2. **Call the police?**

3. **What would you do if you were Carl?**

4. **Do you think Mrs. Smith can protect Brian from his father? Why?**

5. **Do you think Mr. Smith's drinking is part of the problem?**

6. **Is drinking an acceptable excuse for assaulting someone?**

7. **Do you think that Mr. Smith may abuse Mrs. Smith? Why?**

8. **Is there anything you can do for Mrs. Smith?**

Physical Abuse

The following are physical indicators of physical abuse in school-aged children: You will not be asked to discuss this in class, so please answer honestly. Place an "X" to the left of any of the following abuses that happened to you as a child.

Unexplained Bruises and Welts

- ___ On the face, lips, or mouth
- ___ In various stages of healing (bruises of different colors, or old and new bruises together)
- ___ On large areas of the torso, back, buttock, or thighs
- ___ In clusters, forming regular patterns, or reflective of the article used to inflict them (electrical cords; belt buckles, shoes)
- ___ On several different surface areas (indicating you were hit from different directions)

Unexplained Burns

- ___ Cigar or cigarette burns, or lighter burns, especially on the soles of the feet, palms of the hands, back and/or buttocks
- ___ Immersion or "wet" burns, including glove or sock-like burns and doughnut-shaped burns on the buttocks or genitalia, (burns that leave a definite mark or ring between the burned and unburned flesh)
- ___ Patterned or "dry" burns which show a clearly defined mark left by the instrument used to inflict them (i.e., electrical burner, iron, branding iron)
- ___ Rope burns on the arms, legs, neck and/or torso

Unexplained Fractures

- _____ To the skull, nose, or facial structure
- _____ In various stages of healing (indicating they occurred at different times)
- _____ Multiple or spiral fractures
- _____ Swollen or tender limbs
- _____ Any fracture in a child under the age of two

Unexplained Cuts and Scrapes

- _____ To the mouth, lips, gums, eyes or ears
- _____ To the external genitalia
- _____ On the backs of the arms, legs, or torso

Unexplained Abdominal Injuries

- _____ Swelling of the abdomen
- _____ Localized tenderness
- _____ Constant vomiting

Head Injuries

- _____ Vomiting, nausea, dizziness, or disorientation
- _____ Bloodshot eyes, pools of blood in the eye, or pin points of blood in the eye
- _____ Sight, speech or hearing impairment
- _____ Ringing sound in the ears
- _____ Lack of coordination
- _____ Pupils that are pinpointed, dilated or fixed

Human Bite Marks

___ Especially adult size, are recurrent, or are in genital areas or around the neck.

BEHAVIORAL INDICATORS OF PHYSICAL ABUSE

The following are some of the behaviors which may be associated with physical abuse. Do you remember:

___ avoiding physical contact with adults (the abused child will often avoid it, sometimes even shrinking at the touch or approach of an adult)

___ becoming apprehensive when other children cry, demonstrating extremes in behavior, extreme aggressiveness or extreme withdrawal; for example, behavior which lies outside the range expected for your age group

___ seeming frightened of your parents/caregiver

___ stating you were afraid to go home or cried when it was time to leave

___ reporting injury by a parent/caregiver

___ being unpleasant, hard to get along with, demanding, didn't obey,

___ frequently caused trouble or interfered with others; frequently damaged things

___ being shy; avoiding other people, including children; acting anxious to please; allowing people to say and do things for you without protest

___ being frequently late or absent or often came home from school/or stayed at school long after it was dismissed

___ wearing long sleeves or other concealing clothing to hide injuries

Did you ever tell a story of how a physical injury occurred that was not believed? Who didn't believe you? What happened?

Why do you think children who are physically abused often don't tell?

THINK ABOUT...



Answer the following questions about child abuse:

Following are characteristics of Abusive Parents. Thinking of someone you know that you think might be abusing their children, place an "X" to the left of the symptom you have observed in this person.

_____ seems unconcerned about the child

_____ sees the child as "bad", "evil", a "monster" or a "witch"

_____ offers illogical, unconvincing, contradictory explanations or have no explanation to the child's injury

- attempts to conceal the child's injury or to protect the identity of person(s) responsible for the abuse
- routinely employs harsh, unreasonable discipline which is inappropriate to child's age, or condition
- may have been abused as a child
- was expected to meet high demands of his/her parents
- was unable to depend on own parents for love and support
- expect their child(ren) to fill their emotional void
- has poor impulse control
- expects rejection
- has low self-esteem
- is emotionally immature
- is isolated, has no support system
- married someone who is not emotionally supportive and passively supports the abuse

THINK ABOUT...



Review the behavioral and physical indicators of Physical Child Abuse and the characteristics of abusive parents.

Write 4 physical indicators of physical abuse. One answer is provided for you.

1. **Swelling of the abdomen**
- 2.
- 3.
- 4.
- 5.

Write four behavioral indicators of physical abuse. One answer is provided for you.

1. **Seems frightened of the parents or caretaker**
- 2.
- 3.
- 4.
- 5.

Write five characteristics found in abusive parents.

- 1.
- 2.
- 3.
- 4.
- 5.

THINK ABOUT...



Read the following scenario and answer the questions.

You've been asked to baby-sit two small children whose family just moved to your community. The children have some suspicious leg and arm bruises; one has a chipped tooth. Both cringe and withdraw from you when you come near them. The house is fairly clean. The parents seem normal to you and appear to care about their children.

1. **What do you do?**

2. **You go back to the same family to baby-sit again. The younger child appears fine, but the older child has lots of new bruises and is still afraid of you. What do you do now?**

3. In time, the older child confides information about the beatings she is receiving from her stepfather. She is a good student; she tells you that several times after severe beatings she has been unable to attend school. She tells you that all this started about two years ago when her stepfather lost his job. She doesn't want to report the abuse because she is afraid of her stepfather. What do you do?

EMOTIONAL ABUSE, VERBAL ABUSE AND NEGLECT

Read each statement. Mark a "T" for True or "F" for False in the blank

1. Children don't really have any legal rights.

2. Children are the property of their parents and no one should intervene.

3. Child neglect has harmful effects on children.

THINK ABOUT...



Watch the video **Cipher in the Snow**.

List 5 examples of neglect/abuse indicated in this video-- consider family, peers and the school environment.

- 1.
- 2.
- 3.
- 4.
- 5.

What can you do to prevent neglect of others in your home, school and community?

THINK ABOUT...



Neglect Victims

Following are signs of neglect. **You will not be asked to discuss this in class, so please answer honestly.** Place an "X" to the left of any of the neglect symptoms you remember experiencing as a child.

A child who is neglected:

___ **may be lacking adequate medical or dental care**

- may be sleepy or hungry much of the time
- may be dirty or inadequately dressed for weather conditions
- may show signs of poor supervision such as,
 - begging or stealing for food
 - frequently falling asleep in class
 - attending school irregularly
 - coming to school very early and leaving very late
 - addicted to alcohol or other drugs
 - engaging in delinquent acts such as vandalism or theft
 - stating there is no one to care or look after him/her

FOLLOWING ARE CHARACTERISTICS OF NEGLECTFUL PARENTS OR CARETAKERS:

Think of someone you know now who you think might be neglectful. Mark an "X" to the left of the characteristics you have observed.

This individual:

- has a chaotic home life
- lives in unsafe conditions (little or no food, garbage and excrement in living areas;
 - exposed wiring, drugs and poisons kept within reach of children)
- abuses alcohol or other drugs
- is mentally challenged, has a low I.Q. or a flat personality
- is impulsive, seeking immediate gratification without regard to long-term consequences
- may be motivated and employed but unable to find or afford child care

_____ generally has not experienced success

_____ parents generally did not meet emotional needs as a child

_____ has little motivation or skill to make positive changes in his or her life

THINK ABOUT...



Review the physical and behavioral indicators of neglect and the characteristics of neglectful parents.

List three physical indicators of neglect.

- 1.
- 2.
- 3.

List three behavioral indicators of neglect.

- 1.
- 2.
- 3.

List three characteristics found with neglectful parents.

- 1.
- 2.
- 3.

CHILD SEXUAL ABUSE

Read each statement. Make a "T" for True or a "F" for False in the blank.

1. _____ **Sexual exploitation of children is rare.**

2. _____ **Most molestations are committed by someone the child knows.**

3. _____ **Child sexual assault happens mostly in low-income communities and broken homes.**

4. _____ **Most children lie about sexual assault.**

5. _____ **If a child is too young to learn about sex education, then the child is too young to learn about sexual assault. Rape prevention education is almost the same thing as sex education.**

PHYSICAL INDICATORS OF SEXUAL ABUSE

Sexual abuse is not often identified through physical indicators alone. Frequently a child confides in a trusted teacher or counselor or nurse that he or she has been sexually assaulted or molested by a caretaker, and that may be the first sign that sexual abuse is occurring. However, a child may be sexually abused without any of these indicators. You will not be asked to discuss this in class. So please answer honestly. Place an "X" to the left of any of the abuse symptoms you remember experiencing as a child. **Physical signs include:**

- Difficulty in walking or sitting**
- Torn, stained, or bloody underclothing**
- Complaints of pain or itching in the genital area**
- Bruises or bleeding in external genitalia, vaginal or anal area**
- Venereal diseases, particularly in a child under 13**
- Pregnancy, especially in early adolescence**

BEHAVIORAL INDICATORS OF SEXUAL ABUSE

Behavioral signs include:

- appearing withdrawn; engaging in fantasy or infantile behavior, even appearing retarded, poor relationships; unwilling to change for gym or to participate in physical activities; engaging in delinquent acts or run away; display bizarre, sophisticated, or unusual sexual knowledge or behavior**
- depression, excessive crying, overly restricted social activities or overly protective parents**

- irritability, crankiness, short-temperedness
- numerous fears, needing more reassurance than usual; clinging to or pulling away from adults
- appearance of having overwhelming responsibilities
- academic difficulties

CHARACTERISTICS OF SEXUALLY ABUSIVE PARENTS

The most typical type of reported intra-familial sexual abuse is between an adult male, either the father or the mother's sexual partner, and a female child living in the same house. Although, a few women do sexually abuse children. Think of someone you know who might be sexually abusing children. Place an "X" to the left of the symptom you observed in this person. **Sexually abusive adults may have:**

- low-self esteem
- emotional needs unmet by their parents
- inadequate coping skills
- (males) experienced the loss of their wife through death, divorce or abandonment
- marital problems causing one spouse to seek physical affection from a child rather than the other spouse, (a situation the "denying" spouse may find acceptable)
- alcohol or other drug abuse problems
- few social and emotional contacts outside the family
- been geographically isolated

The Sexually Abusive Adult male:

_____ is often a rigid disciplinarian at home; and passive outside the home

_____ does not usually have a police record nor is he known to be involved in any public disturbance.

_____ does not engage in social activities outside the home

_____ is jealous and protective of the child

DISCIPLINE AND ABUSE

Child abuse occurs too often and with disastrous, even deadly results. Many people and society at times, become direct and indirect apologies for **ABUSE**. The difference between **ABUSE** and **DISCIPLINE** is not always agreed upon. Sayings like, "Spare the rod and spoil the child" and "Honor they father and mother" do little to clarify the distinction.

Children need **DISCIPLINE**. That much is agreed upon. Webster's New Collegiate Dictionary defines discipline as training that corrects, molds, or perfects the mental faculties or moral character.

REMEMBER:

DISCIPLINE is not a punishment.

DISCIPLINE is not shame.

DISCIPLINE is not guilt.

DISCIPLINE helps the child to think.

DISCIPLINE helps the child to learn so that his/her present behavior is changed.

DISCIPLINE helps the child to grow intellectually and morally; enhances self-confidence and self-image

DISCIPLINE is best taught by example.

DISCIPLINE is designed to help the child manage and change his/her behavior, thereby guiding the child into adulthood.

DISCIPLINE helps the child learn a lesson that will carry over and positively affect future behavior.

DISCIPLINE enhances the child's sense of self-worth. It helps the child learn self-control, a quality he/she can take pride in.

DISCIPLINE helps the child to fit into the family and society in a comfortable way, which leads him/her to conclude that he is basically a good, confident and effective person.

ABUSE, on the other hand, does not take the child's future into consideration. It is not designed to help the child learn socially acceptable ways of expressing natural desires and drives.

ABUSE dumps an adult's feelings on the child in a harmful or neglectful way. This satisfies the adult's needs, but not the child's.

ABUSE has the opposite effect. It affects the child's future behavior in ways that are increasingly less desirable to the parents.

ABUSE leads to more anger, more hatred, more deviant activity, which in later life are frequently vented against society.

One form of ABUSE often overlooked is shaming the child. Shame is designed to destroy the child's self-image. It is designed to make the child believe that something wrong with him/her, somehow he/she is evil, defective, no good, or worthless. To attempt to control a child's behavior through

shame may work when the parent is present and watching, but it will not have any effect on future behavior.

Guilt is similar to shame but is carried with the child longer and penetrates deeper into his/her emotional life. The difference between shame and guilt, although psychologically complicated, is not difficult to understand. Shame occurs when the child is seen doing something wrong and told to stop it. The young child, for example, is told not to take a cookie. When the mother is out of the kitchen the child reaches into the cookie jar only to have mother step back into the kitchen, saying, "Mary, shame on you. I told you not to take another cookie, but you did."

Shame is a technique commonly used on children until the ages of 4 or 5, at which time it is replaced by guilt. At that point guilt becomes synonymous with the "voice of conscience." When the mother leaves the house, saying, "Don't take any cookies," the relationship between parent and child is good, that voice has enough power to influence the child's behavior, to inhibit him/her from taking a cookie, if he/she feels guilty. The child feels an internal sense of conflict and discomfort because she/he knows she/he has "done something wrong."

A subtle form of ABUSE is to instill in children unwarranted feelings of guilt about their feelings and thoughts. Children are also made to feel guilty about things they have not done or feel responsible for things for which they are not responsible. These emotionally abusive techniques are destructive to the self-image of any child.

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SEXUAL ASSAULT



Sexual Assault

WORDS TO KNOW

rape

sexual assault

acquaintance rape

trauma syndrome

marital rape

rationalization

OBJECTIVES

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

- ◆ define rape
- ◆ identify reasons why men rape
- ◆ classify myths and realities of sexual assault
- ◆ explain the importance of holding the victimizer accountable for his or her actions
- ◆ explain the impact of sexual assault on victims
- ◆ identify strategies to prevent sexual assault
- ◆ describe ways that you can help friends or family members who are sexually assaulted.

DEFINITIONS

There are many types of **sexual assault** including rape, forced sexual intercourse, sodomy (forced anal intercourse), and oral copulation (forced oral-genital contact).

Force, threats and fear are used to overpower and control the victim. She* may be grabbed, hit, or held down; or she may be forced to submit by threats that if she does not do what she is told, she or someone she loves will be injured or killed.

Rape is very different from voluntary sex between two consenting partners. Consenting to an activity, is willingly agreeing to participate.

(* While men are also victims of rape, the majority of rape victims are female.)

Accountability

Sexual assault is a crime of violence, having more to do with control and inflicting injury upon the victim than the sexual act itself. Sex becomes the weapon through which violence is perpetrated. The emotional trauma suffered by victims of sexual assault is severe. Her privacy and control over their life is violated. Her trust in human beings is seriously damaged. Her mind, body and soul are degraded and dehumanized. Dreams and flashbacks of the assault may continue indefinitely. Many times the victim's own sense of self-worth is seriously damaged.

Forcible rape represents the ultimate form of violation of self, second only to homicide. The victim is deprived of autonomy, control of self, and privacy by a hostile intruder. Severe physical injury, fear of death, psychological devastation, long recovery, increased anxiety, financial problems, and loss of independence are all likely concerns of older women following a rape.

Put yourself in the place of a sexual assault victim and imagine how you would feel if you had been assaulted in this manner. **No one has the right to use sex to control, have power over, obtain personal sexual gratification, or punish another human being.**



THINK ABOUT.

Read the following statements and place a T or F in the margin to the left indicating whether you think the statement is true or false.

_____ 1. **Women secretly want to be raped and invite or provoke it.**

_____ 2. **Rape is a non-violent crime infrequently committed.**

_____ 3. **Men cannot be rape victims.**

- _____ 4. **Fear can paralyze the bravest of us.**

- _____ 5. **Eighty percent of all rapes are premeditated and thought out.**

- _____ 6. **Hitchhiking is not an invitation to be raped.**

- _____ 7. **Only older women are raped.**

- _____ 8. **Women enjoy being raped.**

- _____ 9. **A woman cannot be raped by her husband.**

- _____ 10. **Only three percent of rapes occur between members of different races.**

Sexual violence is now of epidemic proportions in the United States. It is estimated that one female child out of every three will be sexually abused before she is eighteen years old. In addition, one male child out of every eleven will be sexually abused as well. The family is the setting for at least half the occurrences of sexual abuse of children and adolescents. This age-old problem and society's general lack of response to sexual abuse is rooted in social, cultural, and religious attitudes about sex roles, family life, sexuality, and violence.

6. **Do you think Jackie will ever feel safe in her home again?**

7. **What emotional impact do you think the rape will have on Jackie?**

8. **How may the rape affect Jackie's relationships, especially with men?**

Resistance

Some people think if a rape victim does not physically resist her attacker she has consented to the assault. What do you think?

Karen is a 26 year old magazine editor who was raped by an assailant who broke into her apartment while she slept. *"I woke up to find this guy pinning me down. I started to scream, but he told me that if I didn't do what he said, he would beat me until I passed out. I was afraid that if I fought back, I'd be really badly hurt. I decided right then that I would do exactly what he told me to do to save my life."*

Sometimes the victim can fight off an attacker before the actual rape takes place. Sometimes she can escape by distracting the rapist and running away. Sometimes she can scare the rapist off by screaming or shouting at him to "Get away!". Sometimes, however, she may find that the more she resists, the more violent the rapist becomes. She may be threatened with death or other serious harm. In order to save her life and avoid injury, she decides not to resist further. In other words, she chooses to follow the rapist's orders to protect herself.

Other victims are so terrified that they find they cannot resist even though they may want to. One victim said, *"There was a moment when the guy who attacked me loosened his hold on me. I thought right away about making a run for it, but I was so scared by his threats I couldn't move. I was literally scared stiff."*

It is important to understand that in some situations, non-resistance is the safest strategy.

Deciding to no longer resist, however, does not mean consent.

REMEMBER: No one wants to be raped.



Facts About Rapists

Most rapists are young. They are not "dirty old men." The majority of convicted rapists are between the ages of 12 and 24.

Many rapists know their victims, especially if the victim is a teenager. Eighty percent of teenage victims (4 out of 5) know their attacker. The rapist is someone in their neighborhood, peer group, family, or school.

Most rapists choose a particular type of person to attack. Rapists don't look for victims who are physically attractive or provocatively dressed. Instead, they tend to look for situations in which they feel they can get away with the crime.

Rapists are not "crazy." Rape is not normal behavior. Anyone who commits such a crime has serious problems. But to think of the rapist as crazy or psychotic and therefore not responsible for his actions is a mistake. In other areas of their lives, rapists may act normally. They may be married, hold down jobs, and have children.

Rapists are not "oversexed." Men do not rape for sexual gratification. Rapists are not "desperate for sex," or so "horny" that they are driven to use force to get sex. They use sex as a weapon to abuse and humiliate their victims.

Some men rape to express anger and aggression. These men may have strong feelings of rage which they have kept bottled up over a long period of time. They express their anger by attacking and humiliating their victims.

Men rape men for the same reasons they rape women- - to gain a sense of control or to express anger. They are not looking for sexual satisfaction. In most cases of male rape, the attacker and his victim are both heterosexual.

Patterns of Rape

Power Rape:

1. The assault is premeditated and preceded by persistent rape fantasies.
2. The rapists uses whatever force or threat is necessary to gain control of the victim and overcome her resistance.

3. The victim may be physically unharmed; bodily injury would be inadvertent rather than intentional.
4. The rapist's language is instructional and inquisitive: giving orders, asking personal questions, inquiring as to victim's responses.
5. The person rapes to compensate for deep-seated insecurities and feelings of inadequacy.
6. The assault may be of an extended duration. The victim may be held captive for a period of time.
7. The offenses are repetitive and may increase in aggression over time.

Anger Rape:

1. The assaults are more impulsive and spontaneous.
2. The rapist uses more physical force than is necessary to overpower the victim.
3. The victim suffers physical trauma to all areas of her body

4. The rapist's language is abusive: cursing, swearing, obscenities.
5. The assault is of relatively short duration.
6. The offender rapes as a pay-back for perceived wrongs, injustices, or "put-downs" experienced earlier in life.

Sadistic Rape:

1. The assault is calculated and pre-planned.
2. The rapist's (anger and power) is linked with distorted sexuality.
3. The offender's is intensely excited about the rape.
4. The rape is ritualistic, typically involving bondage, torture, or bizarre acts, and are interspersed with other, non-sadistic sexual assaults.
5. The rapists language is commanding and degrading.
6. Assault may be of an extended duration. The victim is kidnaped, assaulted, and disposed of.

7. The victim suffers physical trauma to sexual areas of the body; in extreme cases she is murdered and mutilated.
8. The rape is symbolic of destruction and elimination. The rapist may tell the victim he will eventually kill her, but it may or may not be now.

THINK ABOUT...



Watch the video **Rapists - Can They Be Stopped?** Answer the following questions:

1. **Four rapists are identified in the video. While watching the video, identify and write down the name and type of each rapist. Using your information on patterns of rape, list the characteristics which fit each rapist.**
2. **Name three treatment methods for sex offenders used in the Oregon State Hospital Program.**

3. **Should rapists be given time off their sentences if they voluntarily enter treatment?**

Why or why not?

4. **Can rapists change? Support your answer.**

THINK ABOUT...



Situation #1

Susan is walking to a mall to go shopping. She has taken a shortcut through an alley. As she gets near the end of the alley she is attacked by a man. He grabs her, throws her to the ground, beats her face, and steals her purse. **List 5 emotions Susan may be feeling.**

- 1.
- 2.
- 3.
- 4.
- 5.

Do you think she will report this to the police?

Situation #2

Susan is walking to a mall to go shopping. She has taken a short cut through an alley. As she gets near the end of the alley she is attacked by a man. He grabs her, throws her to the ground, beats her face, removes her underwear and rapes her. **List 5 emotions Susan may be feeling.**

- 1.
- 2.
- 3.
- 4.
- 5.

Situation #3

Susan is out on a date with a man. She goes to the man's apartment for a cocktail. He kisses her and Susan kisses him back. He begins to remove her clothing and she responds with "No!". He continues to proceed against her repeated requests to stop and forces her to have sex. **List 5 emotions Susan may be feeling.**

- 1.
- 2.
- 3.
- 4.
- 5.

Do you think she will report this to the police?

Situation #4

Susan is out on a date with a man. She has decided that she wants to have a relationship with this man. At the end of the evening, they decide to spend the night together and they both choose to have sex. **List 5 emotions Susan may be feeling.**

- 1.
- 2.
- 3.
- 4.
- 5.

Reactions Frequently Felt By Rape Victims

Rape victims may cry, shake and be extremely tense. Feelings may be masked or hidden under a calm, composed and subdued effect. A controlled front may also indicate exhaustion, shock, or an attempt to deny or repress the violent attack.

Crisis Pattern: Rape Trauma Syndrome

I. Three Phases

A. Acute Phase

1. From immediately after attack to 5-6 weeks
2. Behavioral reactions:
 - a. expressed - outwardly tense, fearful, restlessness
 - b. controlled - outwardly calm
3. Emotional reactions may be:
 - a. initially - shock, disbelief, dismay
 - b. followed by fear and anxiety
4. Physical reactions:
 - a. soreness, bruising
 - b. muscular tension
 - c. sleep pattern disturbances

- d. gastrointestinal disturbances
 - e. genital-urinary discomfort
5. Disruption of life style

B. Pseudo-Adjustment Phase

- 1. From approximately six weeks post rape through months or years
- 2. Denial
- 3. **Rationalization** (an attempt to make sense of the rape)
- 4. An attempt to return to "normal" behavior
- 5. Problems with relationships
 - a. sexual dysfunction
 - b. problems performing normal activities

C. Integration and Resolution Phase

- 1. Crisis state is reactivated by:
 - a. an event
 - b. break through of suppressed emotion
- 2. Unexpected recurrence of thoughts about the attack or the rapist
- 3. Defense reaction:
 - a. phobias
 - b. free floating anxiety
 - c. depression

II. Silent Reaction

The victim:

- A. Tell no one
- B. May talk about the rape as if it happened to a friend
- C. Displays sudden behavior and personality changes
- D. Experiences sexual dysfunction
- E. Feels increasing anxiety
- F. Has nightmares/flashbacks
- G. Loses self-esteem, self-confidence, etc.

III. Common Long-Term Post-Rape Reactions

- A. Fear:
 - 1. of being alone
 - 2. of crowds
 - 3. of men
 - 4. of anything reminding them of assailant
 - 5. of return of assailant
 - 6. of husband, family, or friends finding out

- B. Embarrassment
- C. Guilt
- D. Suspicion
- E. Anger
- F. Obsession with assault
- G. Disruption of normal sex life
- H. Depression

Contacting the Police

A sexual assault victim who decides to file a police report and receive medical attention must undergo additional violations of her privacy and integrity. She must submit to a thorough physical examination, asked very specific questions about the details of the offense and about her private life by the emergency room physician and police officers. Once again the integrity and privacy of the sexual assault victim is violated, adding to her ongoing feelings of helplessness and vulnerability.

THINK ABOUT...



Watch the segments from the video "The Rape of Richard Beck". Jot down a few words in response to the questions. Be prepared to discuss your answers.

1. Describe how the victim's privacy and integrity were violated in the video?

2. **How could the questioning and medical examination have been more sensitive to the needs of the victim?**

The Impact of Rape on Older Women

The impact of rape may differ for women in different age groups. For example, a 70-year-old widow does not have to deal with the possibility of pregnancy. On the other hand, elderly women are more vulnerable to physical injury and generally suffer more physical trauma as the result of rape than do younger victims.

While some experts believe that older women are more tolerant of stress than their younger counterparts, others feel that the "brave front" of the older woman may give way to depression and fear when the immediate crisis is over.

In addition to the practical and immediate outcomes of rape, there are long-term psychological effects to consider. When an older woman, especially a very frail older woman, becomes the victim of

a crime, she is likely to be faced with a strong sense of decreased control over her own life. Once victimized, she may conclude that external factors such as other people, fate, or chance now control her life. This perception of loss of control may have a profound and permanent impact on her lifestyle and relationships with others. Immediate crisis intervention is especially important for the elderly victim, as she is least likely to have an available support system of family and friends to help her through the aftermath of a sexual assault.

THINK ABOUT...



Louise Johnson is 72 years old and lives with her husband, Walter, who is 76 years old. Both Mr. and Mrs. Johnson are retired. Mr. Johnson has left the house to go to the Laundromat and Mrs. Johnson is making lunch. A man knocks on the front door and Mrs. Johnson answers the door. The man asks her if she has any yard work for him, and Mrs. Johnson tells him that she doesn't.

As Mrs. Johnson is closing the door, the man pushes his way in, knocking her to the floor. He kicks her and demands money. Mrs. Johnson begs the man not to hurt her and tells him all the money is in her purse. The man becomes angry when he discovers only \$13.00 and tells Mrs. Johnson he is going to teach her a lesson. The man beats and rapes Mrs. Johnson. Write down answers to the following questions. You may want to discuss your answers as a group.

5. **If Mrs. Johnson was your grandmother, would she be embarrassed to talk to you about what happened? Why?**

6. **Do you think Mrs. Johnson will tell the police that she your raped?**

7. **If you were Mrs. Johnson, would you tell the police about the rape?**

8. **How do you think Mr. Johnson feels?**



9. **What do you think Mr. and Mrs. Johnson's friends should do to help?**
10. **What physical, emotional, and financial impact do you think the rape and battery will have on Mrs. Johnson?**

The Male Victim

Sexual assault centers around the country are reporting alarming increases in rapes of males, especially adolescents. The victim is usually in his late teens to mid-20s. Current statistics suggest that one in nine males will be sexually assaulted at some time during their lives. These statistics may be very deceptive, however, since 90 percent of male victims do not report their assaults to law enforcement or seek medical attention.

Assaults on males are usually perpetrated by a single assailant using a weapon or by multiple assailants who use sheer force of numbers to overpower the victim. More than half the reported cases of male sexual assaults, also involve kidnaping and burglary or robbery.

The male victim exhibits the same range and intensity of emotional, behavioral and physical reactions as females. Though free of the fear of an unwanted pregnancy, a man may be plagued by self-doubt about his own sexuality and "maleness," as well as the fear of sexually transmitted diseases.

Most male victims do not seek help out of fear they will not be believed or they will be suspected of being homosexual. Our culture stereotypes men as strong persons who can compete and protect themselves and others important to him. Males who are placed in vulnerable situations are often seen as less than "real men," perhaps as homosexual. The cultural expectation that males should not exhibit vulnerability and the cultural sanction against a homosexual lifestyle result in men not acknowledging their own personal reactions. They may fear that they will be seen as less manly if others know they were raped. These expectations, distortions, and norms not only prevent men from acknowledging a wide variety of normal feelings and behaviors, but also prevent them from reporting sexual assault and seeking help.

THINK ABOUT...



Situation #1

A 27-year-old divorced truck driver picked up a woman in a bar, took her to a motel, and fell asleep. He awoke to find himself naked, tied hand and foot to a bedstead, gagged, and blindfolded. During the next 24 hours, he was repeatedly forced to have intercourse with four women, threatened with castration by a knife held to his scrotum whenever his performance flagged, and humiliated with derogatory comments. **List five reactions the man would be feeling.**

- 1.
- 2.
- 3.
- 4.
- 5.

Do you think he called the police?

Situation #2

A 37-year-old married man was accosted by two women with a handgun, forced into an abandoned building, undressed, and tied up. He was forced to have intercourse and oral sex, and was then abused genitally and rectally until he fainted. For the next two and a half years he made no sexual overtures and became nauseated whenever his wife approached him. **List five reactions the man would be feeling when his wife wanted sex.**

- 1.
- 2.
- 3.
- 4.
- 5.

Do you think he called the police?

Situation #3

A 17-year-old boy in a rural community, while on a picnic with an older woman and two married couples, was held by the men while the three women stripped, masturbated, orally stimulated him, and taunted him as "being not much of a man." **List five reactions the boy would be feeling.**

- 1.
- 2.
- 3.
- 4.
- 5.

Do you think he called the police?

1. **Are the men's emotional reactions the same or different in these three situations?**

How do you account for similarity or difference?

2. **How does society's attitude about sexual assault impact a male rape victim?**

3. **When does seduction become rape?**

4. **What is the difference between someone giving consent versus cooperating?**

Marital Rape

Marital rape is forced sexual intercourse with a spouse. Statistics gathered by sociologist Diana Russell in 1987 estimate that one out of every seven women who has ever been married is raped by their husband, and two times as many women are raped by their husbands as by strangers.

- ◆ 26 percent of all rapes and sexual assaults against women were committed by an intimate partner or ex-partner (Bachman and Saltzman, 1995).
- ◆ Spousal rape is often more violent and repetitive than other rape, and it is less commonly reported (Bachman and Saltzman, 1995).
- ◆ American women are more likely to be assaulted and injured, raped or killed by a current or ex-partner than by all other types of assailants combined (Bachman and Saltzman, 1995).

- ◆ A survey of women in San Francisco found that 14 percent of women who have been married have been raped by their husbands (Bachman and Saltzman, 1995).

Marital rape first gained national attention in 1978 when Gretchen Rideout's husband, John, was charged with a rape which occurred when the couple was living together. Media attention had waned by the time of the couple's divorce and John Rideout's conviction for breaking into his former wife's house and harassing her. Since 1978, a majority of states have enacted laws which allow for prosecution of a spouse for rape.

THINK ABOUT...



Angie and her husband Bill are getting a divorce. Bill no longer lives with Angie but sometimes comes over to visit his children. Recently Bill has been pressuring Angie to get back together. Today Bill has come over and is telling Angie that he wants to move back in. When Angie tells Bill no, he gets angry and tells her that she is still his wife and she will do what he says. He then tries to kiss her. She tells him to get out. He tells her no and starts hitting her. He then decides to "make love." She tries to get away, but can't. Bill then rapes Angie.

1. **Is what Bill did against the law?**

2. **Can a person go to prison if he forces his spouse to have sex?**

3. **Should Angie report Bill to the police? Why or why not?**

4. **If Angie doesn't report Bill, how can she stop him from doing it again?**

5. **What do you think should happen to Bill?**

Acquaintance Rape

The term **acquaintance rape** refers to a sexual assault where the perpetrator is known to the victim -- a date, steady boyfriend, neighbor, or friend. Acquaintance rape is also known as date rape or "social rape" because it often occurs as part of a social situation. Remember: being forced into having sex against one's will is rape; what makes this type of rape especially difficult is that the victim often trusts the perpetrator or had been personally involved with him.

Because the perpetrator is an acquaintance, some victims do not consider the attack a rape. Criminal law makes no distinction -- rape is rape, even if the attacker and victim know each other. However, knowing the assailant and having trusted that person in the past makes the event all the more painful and confusing for the victim.

Rape Can Happen On a Date

In date rape situations, two people may begin their relationship by choosing to be together, and then something goes wrong. Date rapes occur most frequently in familiar surroundings, such as the victim's or offender's home or car.

Alcohol and drugs usually play a role in date rape. Many people continue to think of rape as a crime committed by strangers flashing weapons and jumping out of dark alleys at three in the morning. Because date rape does not fit this stereotype, people may have trouble recognizing it as a rape.

How Does a Date Become a Crime?

Sometimes date rapists plan their assaults in advance. They spend time building up their victim's trust and confidence. They manipulate her into a situation where she is isolated and alone:

Sally was 18 years old when she was raped by Gary, a guy she met at a high school graduation party. Gary asked her to leave the party with him, but Sally decided to stay with her friends. Before he left, they exchanged phone numbers. Over the next couple weeks, Sally and Gary talked on the

phone several times, and Sally finally agreed to a date. Gary picked Sally up at her apartment, spent a few minutes talking with her mother, and drove Sally to a nice restaurant for dinner. Sally relates what happened next.

"After we left the restaurant, Gary started driving real fast. He drove me up into the hills and parked his car next to the edge of a cliff. I didn't dare open the door; I was terrified that I'd fall out. He started grabbing me and kissing me and said that if I didn't do what he said, I'd be sorry. It was awful, Sally says softly as she remembers the incident. "I was all alone on a deserted road. There was nothing I could do." After he raped me, he took me home as if nothing had happened. Looking back now, I realize everything had been a set-up. If I had left the party with him that first time, it probably would have happened then. When I didn't leave with him that night, he just waited for another opportunity."

In other cases, the offender may not set out with the intent to rape. When the date begins, the guy and the girl may be on the same wavelength. The trouble starts when they misinterpret each other's behavior or when they stop paying attention to their own gut reactions. The guy, for example, may think that a girl's behavior in certain situations is an indication that she is interested in sex, even though she has not said so. The girl may have a funny feeling that something is wrong, but may be reluctant to say anything or act on the feeling. If neither the guy nor girl stops to check what the other is thinking, the situation can get out of hand. Date rape occurs when the girl is forced to have sex without her consent.

Ken is a high-school senior whose best friend, Jim, experienced this type of situation last year. Although Jim and his date were able to prevent a rape from actually occurring, some couples in similar circumstances find that they are unable to do so.

Jim met Cathy at a party. She had come with a girlfriend who left the party. Cathy was worried when it got late and her friend hadn't come back. Jim offered to drive her home and she said "Okay."

Jim had a good time with Cathy at the party. He figured she must like him if she agreed to let him drive her home. On the way to Cathy's house, Jim stopped the car and started making the moves. At first, Cathy seemed to be going along. She let him kiss her a couple of times. So, he started really coming on. She tried to push him away. Jim said at first he figured she was just playing hard to get, and he sort of pushed her down onto the seat. Then she started crying and yelling "no." Jim said he realized then she was really upset. It wasn't just an act, and he backed off.

Jim was pretty mad at first. He told Cathy she was a tease and she shouldn't start something she couldn't finish. He asked her why she left the party with him and why she let him kiss her if she wasn't interested.

She told Jim she kissed him because she liked him, but that didn't mean she wanted to go to bed with him. Jim drove her home and they never saw each other again.

Jim's not a rapist. But, what if he hadn't stopped? Would that have been rape?

Bill and Jennifer have been dating off and on for two years. During these two years, Bill and Jennifer have kissed and fondled but have not had sexual intercourse. Bill expects to take Jennifer to the movies and then go back to his house to spend the rest of the evening and have sexual intercourse.

At the end of the evening, Jennifer thanks Bill for taking her to the movies and asks to be taken home. Bill becomes angry and tells her that he wants her to go home with him. Jennifer says she will go to Bill's house for a little while. When they get to Bill's house, he begins kissing and hugging Jennifer. She tells him to stop. Bill continues and a struggle starts. Jennifer hits Bill during the struggle and he becomes very mad. He strikes Jennifer and tells her that she is going to get what she deserves. He then rapes her.

After the rape, Bill feels bad. He tells Jennifer that he is sorry and he doesn't know what got into him.

He begs her not to call the police and offers to take her home. He is crying.

5. **What do you think Jennifer did wrong, if anything?**

6. **Would it make any difference if Bill and Jennifer have had sex before?**

7. **Can you legally rape a woman you have had sex with before?**

8. **If you were a law enforcement officer, what questions would you ask Jennifer? (Give at least three questions.) Answers should be based on statute.**

9. **Do you think Bill would ever rape someone else? Why?**
10. **What emotional impact do you think the rape attempt will have on Jennifer?**
11. **How do you think it may affect her future relationship with men?**

Acquaintance Rape on College Campuses

In a national survey of college students, one out of four women reported having an experience since the age of fourteen which fit the legal definition of sexual assault or attempted sexual assault in their state. Half of those experiences occurred on dates.

Communicating about Sexual Relationships

A common characteristic of survivors of date rape is that they trusted the person who assaulted them. In some cases, they blame themselves for not being able to stop what happened, or even for causing it, rather than holding the perpetrator accountable for his behavior.

One out of twelve men questioned in a national survey of college students admitted committing acts which fit the legal definition of sexual assault or attempted sexual assault. Persons who sexually assault their dates are placing more importance on satisfying their own desires than on mutual respect. Such persons feel they are entitled to sex and may ignore indications that their partner does not want to have it. Date rapists generally do not think of what they are doing as rape or as violence.

Date rape may be related to traditional ideas about what it means to be male or female. Boys may be taught (from older boys, adult males, the media, etc.) that dating is a series of encounters in which the goal, stage by stage, is to gain sexual access to girls. Girls, likewise working to maintain the relationship. His role is to advance, her's to resist. Dating becomes a game...a contest.(Texas Department of Health, 1994).

Lack of communication is often a contributing factor in acquaintance rape situations. Poor communication between two dating individuals results in not really knowing each other's expectations, sexual or otherwise. Long-term prevention of date rape will require redefining

appropriate male and female roles and behaviors. It will mean teaching children that relationships should be based on mutual respect, and that we are responsible for our own actions. It will mean removing violence from any sexual behavior.

Couples must tell each other what their sexual limits are on dates, and must be alert to recognizing dangerous signals while it is still possible to get out of the situation. These signals include the need to be in control most or all of the time, jealousy, angry or aggressive outbursts, possessiveness, ignoring personal space boundaries, not asking what the other person wants to do or ignoring their wishes, and generally not respecting the other person as an individual. Caution in dating is always justifiable, particularly in the early stages of a relationship. Both persons have a right to plan a date and feel some control over what is happening.

Clear communication involves listening as well as speaking up

Listen to your feelings. Trust your instincts. Maybe somewhere deep inside warning bells are sounding. Learn to listen to your gut reactions. Don't try to talk yourself out of them. You may sense trouble on an unconscious level before you know why you're in danger.

Tell your date how you feel and what your limits are. Once you know how you feel, or once you know you're not sure exactly how you feel, tell your date.



Say it loud. Don't rely on ESP to get your message across. Don't assume that the other person will automatically know how you feel, or will eventually "get the message" without spelling it out.

Listen carefully. Make sure you take the time to listen to what the other person is saying. If you suspect the other person is not being direct - is saying one thing, but really means something else - ask for a straight answer.

Make sure how you say it is consistent with what you say. Communication involves three things: Words, tone of voice; and body language. Studies show that people pay more attention to factors such as tone of voice and body language than to our actual words.

If you don't back up what you say with an appropriate tone of voice and body language, you may end up giving the other person a mixed message. For example, if you want to say "no", but you don't want to hurt the other person's feelings, you may try to soften your refusal by giggling, looking down, or using a soft voice. These behaviors discount your words. You are much more likely to get your message across if you look the person directly in the eye and say "What you're wanting to do right now may be something I want to do later, but right now I don't want to." If the behavior continues, pull away or stand up and repeat, "I said no."

Say something like, "Look, I'm a little confused. You're saying you respect me and we've had a good time so far. But you're trying to do something I don't want to do now. What's going on?"

Why is it so hard to communicate clearly?

Two barriers which come up frequently in dating situations are PEER PRESSURE and SEX-ROLE STEREOTYPING.

Peer pressure can make us ignore our feelings. Peer pressure is a very powerful force in our lives. We all want to be liked and accepted by others. However, peer pressure can cause us to do what we think others want us to do rather than act in accordance with our own values and feelings.

Kristen, a 17 year old high-school junior, talks about peer pressure. *"My best friend met this guy. He was in a band, and he asked my friend to come listen to him play. A group of us went. We used fake i.d.'s to get into the club, and we dressed up to look a lot older than we really were. He asked us to go to a party with the rest of the guys. A few of them looked okay, but I felt funny about some of them. I tried to convince my friends not to go. I told them we didn't really know these guys or where they were taking us. But my friends talked me into it.*

"You know, everybody says that peer pressure is over-rated, that it's not that hard to resist. But it's not easy to tell when it's happening. At the time, it was just my friends telling me everything would be okay and asking me not to spoil their fun. I wasn't afraid to stand up to them. I just didn't want to mess up their good time. So, I went.

"As soon as we got to the party, I knew we had made a big mistake. Everybody there was a lot older. It was pretty wild. I had no idea where we were. One of the guys kept coming on pretty strong. I told him I wasn't that type of girl, and he just laughed and kept on pushing. Fortunately, I convinced my friends to leave, and we managed to get back home. I know I was pretty lucky. Now I'm more willing to stick up for myself. I'm more confident that I might be able to make better decisions in some situations than some of my friends."

Sex-role stereotypes can make us assume the wrong things about people. Society creates expectations about what is appropriate behavior for men and women. As we grow up we get messages from our family, our peers, and the media about how guys and girls should behave. These expectations are called sex-role stereotypes.

Most of these attitudes and stereotypes are unconscious. We learn them at such an early age that we are no longer aware of them. Often, we don't recognize the ways in which they influence our values and behavior.

Stereotypes cause us to over-generalize, to make such statements as, "All guys ever think about is sex," or "All girls say 'no' when they really mean 'yes'."

Stereotypes can be dangerous because they cause us to overlook individual differences. For example, a guy may not be able to hear "no" when a girl says it, if he was taught that all girls say "no" even when they really mean "yes." He may assume she does not really mean what she is saying and attempt to force himself on her.

Paul is a 24-year-old graduate student who has become more aware of the ways in which sex-role stereotypes influenced him and his friends. "In high school," Paul says, "there was enormous pressure on all of us to score. We were the track stars. We were supposed to live up to this 'jock' image. Looking back, I know there were guys who pushed pretty hard just because they thought they had to. I was still a virgin in my senior year and thought there just had to be something wrong with me. It was something I worried about all the time."

It is important to pay attention to your own feelings and values and to act on them, rather than acting in accordance with a stereotyped idea of how guys or girls should behave. It is also important to listen to others and to check out how they really feel. Do not assume that every guy or girl fits the social stereotype.

PERSONAL SAFETY

The next time you are having a conversation with your friends, listen carefully for comments indicating male and female stereotypes. Are they positive, degrading, extremely traditional? Are you willing to share your newly acquired knowledge with your friends when you hear them stereotyping?



GUEST SPEAKER NOTES

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ASSAULT





WORDS TO KNOW

assault

simple assault

aggravated assault

stalking

OBJECTIVES

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

- ◆ define assault according to your state law
- ◆ know the difference between simple and aggravated assault
- ◆ explain the impact of assault on victims



THINK ABOUT...

Your dad, who is the primary wage earner in your family, is in the parking lot of his job, getting out of his car to go to work. Two juveniles pull up in their car and accuse him of cutting them off in traffic. They yell obscenities at him, then one of them hits your dad over the head with a baseball bat, knocking him unconscious.

Your father is rushed to the hospital because he is suffering severe head injuries. He is in the hospital for six weeks, and then is moved to a rehab center where he has to learn to eat, drink, walk, and talk all over again by using a different part of his brain. (Brain injury does not heal. Sometimes other parts of the brain can be trained to take over the functions of the damaged part.)

Jot down a few words in response to the following questions. Be prepared to discuss the questions in class.

1. How would you feel about what happened to your father?

2. How would your mother feel about what happened?

3. Would other family members be upset? Who?

4. Since your father would no longer be able to work, how would your family make it financially?

TRUE/FALSE

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

1. ___ Of all the violent crimes listed by the FBI, assault is the crime committed most often.
2. ___ About half of the assaults in the United States involve use of a weapon.
3. ___ Assaulting someone with a weapon is called "simple assault."
4. ___ More people are assaulted with guns than with hands or fists.
5. ___ Twelve to seventeen-year-olds are the age group most likely to become victims of aggravated assault.
6. ___ Young people are more likely to be assaulted by strangers than are older adults.
7. ___ Some people who have injured someone else because of drunk driving have been convicted of aggravated assault for their crime.
8. ___ More people are assaulted with knives or other cutting instruments than with hands or fists.

9. ___ While it is not acceptable to assault most people, it is acceptable to hit your wife or girlfriend if you think she is seeing someone else.

10. ___ It is never acceptable to hit a child.

DEFINITIONS

There are two types of assault: aggravated and simple.

Aggravated assault is an unlawful attack by one person upon another for the purpose of inflicting severe bodily injury. It is generally called "aggravated" because a weapon was used which could have caused death or serious harm to the victim. You can be convicted of aggravated assault even if your victim was not actually harmed. The fact that the gun, knife, or other weapon used could have resulted in serious personal injury if the crime were successfully completed is enough evidence to convict you. In a number of states, driving drunk and injuring someone has resulted in aggravated assault convictions because the court has considered the vehicle a deadly weapon. (Federal Bureau of Investigation, 1994.)

Simple assault is the attempt or intentional threat to inflict less serious bodily injury without a weapon.



THINK ABOUT...

Read the following and answer the question below.

Scars From Assault Sometimes Mark Innocent Victims Forever

(WASHINGTON) People stare at the scars on his throat as he waits in grocery store check-out lines. Sometimes they ask if he fought in Vietnam. He never served in Vietnam, but he tells people he did, because he knows from experience that they won't want the truth.

The truth is, eight years ago a stranger jammed a knife into his gut, spilling the intestines out of his slight frame, then split his throat as he lay calling for help. It's those details people don't want to hear -- details that still rattle him, causing his hands to shake uncontrollably, calling attention to nails bitten down to nothing.

The sandy-haired young father is just one of several million people victimized by aggravated assault in the past decade. The attack swept away his optimism and trust, his devil-may-care fearlessness.

Taking its place is fear -- fear so real that after telling his story, he asked that his real name and hometown be kept secret.

"We live with the realization that it doesn't happen to somebody else," said the boyish, 33-year-old we'll call Larry Roberts. "We know that people will hurt you." Murders may steal the headlines, but the number of serious assaults dwarfs the number of killings. Assault victims survive, but often are changed forever. "The trauma of having looked at the jaws of death is something that is very rough to deal with," said John Stein, deputy director of the National Organization for Victims Assistance.

More than half-a-million people -- roughly the number of people who live in a moderately large city, -- were injured in aggravated assaults last year alone, according to the National Crime Survey. The survey found that 1.1 million others were victims of an attempted aggravated assault with a weapon -- a gunshot flew by them, for example.

On a warm June evening, Roberts was on leave from the Navy and interested mainly in getting in a last day of scuba diving before his aircraft carrier departed in two days. He was pitching a tent in a park when two strangers struck up a conversation. They seemed friendly enough. Then without warning, one of them stabbed Roberts in the abdomen and ran off with his scuba gear, wedding ring and \$4 in cash.

"When I thought he was gone, I started to holler for help," Roberts said, a catch in his now-raspy voice. "He came back through the woods and he tilted my head back and slit my throat twice. Then he tied my feet together and my hands back to two trees."

Roberts eventually worked free, dragged himself 250 feet to a dirt road, holding in his intestines and pressing his chin toward his chest to keep the blood from spurting out. Help finally arrived the next morning. He spent 10 months in the hospital, undergoing at least 10 operations.

The fear took over when he emerged from the hospital the following April. "I used to take a gun with me wherever I went," he said. "I was scared to death." In the next two years, Roberts moved his family six times. "Something would happen, something would trigger me, and we'd be gone," he said.

They stopped running in rural Maryland so their elder daughter could start school and enjoy the semblance of a normal life. The next year, Roberts and his wife had a second daughter.

In the meantime, his attacker pleaded guilty to attempted murder and served six years of a 10-year sentence before being freed as a model prisoner. Roberts still fears him -- even though he believes his fear is irrational. He also insisted that the assailant's name not be used, in part because he doesn't want to antagonize him.

The Roberts don't employ baby-sitters because they don't trust strangers. Their home is guarded by a large, loud dog nicknamed Norad, after the nation's early warning system for nuclear attacks. At night, the home is awash in light. Two sheriff's deputies live across the street.

The attack destroyed Robert's career plans. The Navy discharged him because he could no longer perform his job. He has had a drinking problem. He spent two months in a psychiatric hospital last year.

Today, he takes things more slowly, teaching scuba diving only part time while attending college. And after years of shying away from the world, he now tells his story to police groups, hoping to sensitize officers to victims' needs. It is important to Roberts that he controls the impact of the attack and not the other way around, but he conceded, "It has given my life a different direction."

By Carolyn Skorneck
Associated Press

Imagine yourself as Larry Roberts today. Name some of your feelings.

THINK ABOUT...



1. Describe a situation that has resulted in an assault by someone you know.

2. Discuss some ways it could have been prevented.

3. Describe settings where you might be more likely than others to be assaulted by a stranger.



THINK ABOUT...

Read the following true story and then jot down your reactions to the questions.

Too weak to eat, but able to stand with help, the piano teacher beaten nearly to death on June 4, 1996 in Central Park, New York City, has been moved from a hospital bed to a rehabilitation center. Doctors at New York Hospital-Cornell Medical Center say she has made remarkable progress. Her next step is to gain strength and undergo therapy at a facility specializing in traumatic brain injury. Once there, she will be told what happened to her.

Police say John Royster, 22, has confessed to attacking the piano teacher and other women. Royster has also been charged with killing a woman at her dry-cleaning establishment on Park Avenue, severely bashing a woman near an East-Side heliport, and beating another woman into a coma on a bridge in Yonkers.

1. Why do you think John Royster is attacking women?

2. Does he have any realistic reason for assaulting them?

Assaults on juveniles have nearly doubled during the past few years and the perpetrators have generally been family members, friends or acquaintances. Many juvenile assault victims say the first assault they remember was in their own homes.

4. **Do you remember the first time you hit someone else hard enough to hurt them? Do you remember why you did it? How did you feel afterward? Did you make any decisions about hitting in general at that time?**

DEFINITION

Stalking is the term often used now to describe willful, malicious and repeated following and harassing of another person (NIJ, 1993). Anti-stalking laws now have been passed in all fifty states and the District of Columbia.

Accountability

Stalking often results in assault to the victim. The underlying factor in stalking is the exercise of control and power -- perceived or actual -- over another individual. Most stalking victims are former lovers, former spouses, and spouses; however, some stalking victims are co-workers, neighbors, celebrities, political figures, or even strangers. The nature of control varies from offender to offender and the offender's relationship to the victim.

Stalking behavior ranges from hang-up phone calls to more focused direct threats. As the behavior escalates over time and the residence of the victim is visited, the likelihood of assault increases. **No one has the right to stalk or assault a person, regardless of how the offender feels he has been wronged by the victim.**



THINK ABOUT...

In Indiana, a man was incarcerated for spouse abuse which also included verbal threats to kill his wife. He was later released on work furlough as a result of his good behavior in jail. He was instructed not to go near his now-former wife. The victim, who had requested notification in any change in her former husband's status, was not notified that her husband had been freed. Within two hours of his release, he went directly to her home and, in front of neighbors, beat her with the butt of a rifle. She died a few days later.

Jot down your reactions to the following questions and be prepared to discuss them in class.

1. If you had been one of this couple's children, do you think you would have taken your father's threats to kill your mother seriously? Why or why not?

2. Whose fault is it that this woman was killed?

Following is a list of things the woman might have done to try to protect herself. Put an "X" beside those you think may have worked.

Let's assume that she took none of the above precautions. Whose fault is it that the woman was assaulted and killed?

_____ **Change the locks on her house and install dead bolt locks.**

_____ **Install outside lighting.**

_____ **Maintain an unlisted phone number.**

_____ **Treat all threats as legitimate and call the police.**

_____ **Vary routes traveled and not walk anywhere.**

_____ **Inform a trusted neighbor about the situation. Provide neighbors with a photo of him and possible vehicles he may drive.**

_____ **Have co-workers screen calls at work.**

Let's assume that she took none of the above precautions. Whose fault is it that the woman was assaulted and killed?

GUEST SPEAKER NOTES

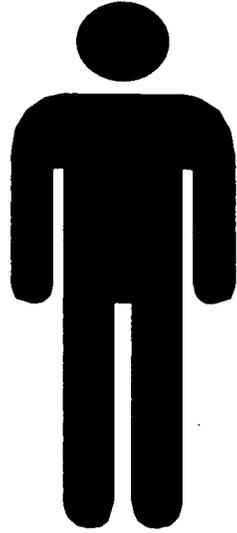






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ROBBERY



Robbery

WORDS TO KNOW

robbery

white collar fraud

carjacking

bank robbery

OBJECTIVES

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

- ◆ define robbery
- ◆ explain the impact of robbery on victims
- ◆ define carjacking
- ◆ explain the impact of bank robbery on tellers
- ◆ explain how white-collar fraud affects victims

THINK ABOUT...

Watch the "Victims of Crime" segment on Robbery and answer these questions:

1. List the key statements the victim makes about the impact of the crime.
Do you remember what she said about her children?

2. What are your reactions to what you saw and heard?

THINK ABOUT...



Read the following story.

Mildred is a widow and lives alone. She is 65 years old and is walking to the store to do her shopping. On the way to the store, she is attacked by two youths who push her to the ground and steal her purse. Mildred is unable to get up and call for help because the fall has broken her hip and wrist. The youths take Mildred's Social Security check and \$125 in cash which was in her purse with pictures of her deceased husband, her grandchildren, her Medicare card, her Social Security card, and her driver's license. Mildred is hospitalized for several months while her hip heals.

Jot down answers to the following questions and be prepared to discuss in class.

1. **What physical effect do you think this crime will have on Mildred and her family?**

DEFINITIONS

Robbery is both a property crime and a violent crime. What separates robbery from property crimes is the offender's use of force, personal violence, and fear. **Robbery** is the taking or attempting to take anything of value from the care, custody, or control of a person or persons by force or threat of force or violence and/or by putting the victim in fear (Federal Bureau of Investigation [FBI], 1994).

Carjacking is a special type of robbery involving the taking of a motor vehicle from another by force or threat of force or violence.

Carjacking has only recently been included as a distinct offense in federal and many state laws.



Accountability

Victims of robbery suffer severe emotional trauma. While the object of robbery is to obtain money or property, the crime always involves force or threat of force, and many victims suffer serious personal injury. The robbery victim often passes through stages from initial shock and denial to partial recovery many months or years down the road. Although each victim takes his or her own path to recovery, the trauma changes the victim's life forever.

Put yourself in the place of a robbery victim and imagine how you would feel. **No one has the right to commit a robbery against a person regardless of the circumstances.**



THINK ABOUT...



Read the following article.

The Year My Life Was Stolen

By

Mari Brendel

It started in February. I came home about midnight, after an evening out with friends, only to see a sight that made my heart drop. The front door was wide open.

Someone had ransacked my house, strange hands having pawed through my most private possessions. They stole jewelry, crystal and some electronics. They even took the oak night stand from beside my bed.

The police came and dutifully took a report. After they left, as I was getting ready to go spend the night at a friend's (there was no way I was going to stay there), I hit the play button on my phone answering machine.

"Dori," said the voice, the sound of partying going on in the background. "Dori, are you there? Are you there?"

The message was left at 11:37 p.m.

Later that night, I realized that maybe someone was watching me at the bar, someone who knew me and my phone number, and called to warn their partner (Dori?) that I was on my way home. It seems far-fetched, I know, but it was an eerie feeling I couldn't shake.

I don't know if that's what happened, but the thought still lingers.

Then, two months after the burglary, things went from bad to horrific. It was 5 p.m., and I'd just gotten off work. There's a bar/restaurant on Broadway where I usually go, and I was pulling up on a side street when it happened.

As I turned off the ignition and started to open my door, I looked up to see a man in a knit cap blocking my way. I couldn't tell if he was African-American or Hispanic. The first thing I noticed were his eyes. They were absolutely black. Black and cruel.

I started to tell him to back off, but he stopped me cold.

"I want your f***ing car," he hissed. "If you say another f***ing word, I'm going to blow your f***ing brains out."

Then he pulled back his coat to reveal a pistol tucked in the waist-band of his pants.

I got the message.

Just then, two friends pulled up in front of us and started walking toward me. I was thinking "No, no, no!" because from the look in that guy's eyes, I think he would have blown us all away and not thought twice.

I jumped out and ran, yelling for my friends, "Get away! Get away! He's got a gun!"

The police were there within minutes, but the carjacker was already long gone, burning rubber as he raced away in *my* car -- with *my* purse in the seat next to him.

I was numb, in a state of shock, but not too numb to hear one of my friends, a former policeman, tell the officers that he'd seen a gray Cadillac parked nearby with two men sitting inside. They'd been sitting there, waiting for more than a half hour.

Were they just looking for the right victim in the right car to come along, or were they waiting especially for me? The thought sent a chill through me.

It was the worst thing that had ever happened in my life, but as I was soon to learn, my problems were just beginning. Part of it was emotional. I was scared all the time. There were the nightmares, too, of the carjacker's face, with those black, evil eyes filling my dreams night after night.

But it wasn't only at night that the incident came back to haunt me. Pretty soon, stores all over town were having checks from my account returned by my bank. Someone else, using my driver's license (yeah, that was in my purse, too) was writing checks like crazy. Hardware stores. Grocery stores. Clothing stores. Auto parts stores.

I wasn't held responsible. It was the stores' faults for not checking ID. But every time it happened, I had to deal with the store and provide them with police reports to clear my credit. It was one hassle after another.

I'd go to a store and they'd turn *me* down when I'd try writing a check on my new account. It was so crazy. Here was some female criminal going around town, blatantly writing fraudulent checks on my account, and meanwhile it was all but impossible for *me* to write a legitimate check.

After about five or six weeks, just as I was getting the check thing cleared up, I got a call from Circuit City's bank, asking me if I had been into the store to apply for a charge card. They were calling because I'd put out a consumer fraud statement alerting all the credit reporting agencies to red-flag my name.

This was around Memorial Day, and by then I was getting pretty irritated by the police, because as far as I could tell, they had done absolutely nothing. It wasn't like they didn't have some leads to work with. There was my cellular phone bill, for example. Even though I'd canceled within a ½

hour of my car being stolen, the carjacker still made a few phone calls which were listed on my next bill. I don't know if the police checked them out or not.

They did find the car about three days after it was stolen. It had been abandoned alongside the road somewhere, the stereo and dashboard ripped out, the clutch blown and the body all banged up.

It cost about \$7000 to fix, and I never drove it again. Maybe if it had been stolen from my driveway, it wouldn't have been a problem. But I was just too scared to ever get back in it. I was about to make my very last payment on it, and I was looking forward to no more monthly payments. But I just couldn't get in it, so I traded it in.

After the Circuit City people gave me a phone number and an address that was on the fraudulent credit application, I called the detective handling the case. He was actually rude, like I was bothering him by providing information that could help catch this criminal.

He did check out the house, and brought some mugs shots over for me to look at, but none of them were of the carjacker. His face I wasn't going to forget.

Just about the time the Circuit City stuff was going on, I began to notice that I was getting a lot less mail than usual. So I called the Post Office and sure enough, someone had submitted a change of address, so all my mail was being diverted.

Then I thought, OK, if they put through an address change on me, I better call my bank. The people there said, "Oh, we were going to give you a call today. There's been some unusual activity on your savings account."

Not just my savings account, as it turned out, but my checking account, too. Someone, this woman who was being me, was taking stolen checks, depositing them in my account, and then taking out even more money. About \$12,000, in fact.

The bank was responsible, but I was getting madder and madder.

Once I got my mail straightened out, I started getting new credit card bills from department stores. It seems the crook had gotten hold of my new credit card numbers (remember, they were getting my mail), and were using them to buy even more things.

By this point, I was beginning to come completely unglued. I'd already canceled one set of credit cards, and now they were accessing the second set. When I finally reached JC Penney's, the bill had been run up to \$2,500. I figured if Penney's had been hit, they'd probably kept going, so I called Nordstrom. Sure enough, there was action on that account as well.

It was about the second week in June when the woman's luck ran out -- but it didn't have anything to do with her or me. She was arrested for possession of methamphetamine with intent to sell. The

police didn't bother to tell me she'd been arrested until about a week later, when they called to inform me she had my driver's license.

I said, let me guess -- and I gave them the address where she had been arrested. "How'd you know?" said the cop. It was the address on the Circuit City credit application.

She wouldn't say how she got my credit cards and ID; and the carjacker is out on bail -- still on the loose. And it's still not all over for me.

A few days ago, I got a package in the mail, forwarded to me from another address. It was a ceramic carousel ordered from a catalog on one of my stolen credit cards.

This thing just keeps going around and around and around. And I wonder when I'm ever going to be able to get off it.

(Reprinted from Sacramento News & Review, August 3, 1995)

In your small group, answer the questions below and report back to the full group.

1. List the crimes that were perpetrated against the victim in this article.

2. How was the victim impacted by the crimes?

3. How would you feel if you were put in a similar situation?

4. What was the financial impact on the victim?

Armed Robbery

Most victims of armed robbery experience at least one common emotion during the robbery -- great fear for their lives. Victims report that they were sure their robbers would kill them after they had completed the robbery.

It is not uncommon for victims to be assaulted, to have obscenities shouted at them and in some cases, to be murdered. The robber may instruct the victim to kneel and lie face down. He may tie them up or lock them in a back room. All of this adds to the victim's fear of harm or execution.

Victims say that the robbers often seem unstable, agitated, angry, under the influence of alcohol and/or other drugs, and that their shouted commands are threatening and difficult to follow. If a robber appears unstable and irrational, this only adds to the victim's terror during the robbery.

THINK ABOUT...



Read the following story.

Joe is 34 years old and works at a small convenience store. He works alone past midnight.

One night, a man comes into the store and, while at the cash register, pulls out a gun and demands all the money. He threatens to shoot Joe if he does not hurry or if he sets off an alarm. After Joe gives him the money, the robber orders Joe to lay face down on the floor and not to move for 10 minutes.

Jot down your responses to the following questions and be prepared to discuss them in class.

- 1. List some behaviors of the robber which may have increased Joe's fear of harm.**

2. **Imagine you are the victim of a robbery (like Joe). You are ordered to lie face down on the floor. The robber pumps his shotgun. What are your reactions?**

3. **If you were Joe, would you be afraid of going back to work? Explain.**

4. **If Joe had been injured, who would pay for his medical bills?**

_____ **He would**

_____ **Crime Victims Compensation Program (If so, who would tell Joe's family about the program and how to apply?)**

_____ **Welfare**

_____ **The store where he worked**

_____ **Don't know**

5. **Who would help support Joe's family if he couldn't work or he was killed?**

_____ **Social Security Disability Insurance (How long would they have to wait?)**

_____ **State Crime Victim's Compensation Program**

_____ **Worker's Compensation**

_____ **Welfare**

_____ **The store where he worked**

_____ **Don't know**

6. **Do you think that most armed robbers are willing to hurt or kill someone get money? Why?**

THINK ABOUT...



Read the following article about Gary Geiger. Then watch the segment about his story from the video "Confronting Evil" and answer the questions in your small group.

Face To Face

Eleven Years After Shooting, A Reconciliation

By

Winifred Yu

On a hot August night, Wayne Blanchard pumped a bullet into Gary Geiger and changed his life forever.

Geiger's athletic career came to a halt, nightmares flooded his sleep and his temper erupted at inopportune moments. He was depressed and angry, fearful and anxious.

Geiger, the night auditor at what was then the Best Western Inn Towne Motel on Broadway in Albany, had been alone in the motel office, balancing the day's transactions. At 34, the nationally ranked sprinter and power lifter had taken the night job to accommodate his training schedule.

Shortly before 3 a.m., four men walked into the office. They ordered Geiger to lie on the floor and demanded the key to the cash register. With their fists and guns, they beat him on the head and shoved him into the back room, where they spotted a safe.

When struck in the head, Geiger fell to the floor and pretended to be unconscious. Later, as he started to get up, he "heard a cannon-like sound" followed by a burning sensation in his abdomen.

The burning sensation was a bullet, fired from a .22 caliber handgun. It punctured his lung and broke two ribs. Today, the bullet remains lodged in his abdomen. For someone accustomed to extracting peak performance from his body, the shooting was debilitating.

"I thought I was immune to violent crime," Geiger said. "I was strong. I was fast. If anything came to me, I could always run."

Shortly after the robbery, Geiger started having nightmares. Night after night, he paced the floor in a cold sweat.

He was fired from his job at the motel. He lost his apartment and moved into the YMCA. He tried to find a psychiatrist, but no one would see him because he had no money or insurance.

In the meantime, the robbers were appearing in Geiger's dreams. Based on those dreams, Geiger identified Blanchard and Goldie Jackson in mug shots. A third man, Raymond Eaddy, also was charged.

The trial was exhausting for Geiger. Friends of the suspects threatened and ridiculed him. They stared at him from the back of the courtroom as he testified.

"The trials were as traumatic if not more traumatic than the incident itself," he said.

Geiger's testimony helped put Blanchard and Jackson behind bars when he identified them on the witness stand. Eaddy was convicted in a separate trial. The convictions gave Geiger some relief.

But even after he landed a job as an account clerk with the State Office of Mental Retardation and Developmental Disabilities and resumed his athletic training, Geiger's anxiety and depression persisted. Unprovoked fits of rage came at the slightest hint of discord. A psychiatrist told him he was showing all the symptoms of post-traumatic stress disorder, an emotional response often seen in crime victims and war veterans.

Then, early last year, he saw an HBO documentary about mediation between Gary Smith, a former schoolteacher, and Tommy Brown, a teenager who had beaten him with a bat.

"I was just so moved by Gary Smith," Geiger said. "I felt so sorry for him. Tears were coming down my face."

Meeting Wayne Blanchard became Geiger's goal as questions about the incident haunted him: Why did the robbery become so violent? Did he want to kill me?

For Tom Christian, Director of the State's Community Dispute Resolution Centers Program, Geiger's request to visit the man who had beaten him was an unusual one. While the program mediates thousands of disputes between acquaintances, neighbors, and landlords and tenants a year, "serious injury and violent behavior is normally not something we'd mediate," Christian said.

Most victims, he said, are too vengeful to pursue mediation. Criminals often refuse to admit guilt even after they are convicted.

But when Christian met Geiger, he sensed a man in search of reconciliation. Christian's instincts, developed during 30 years in correctional services, told him that Geiger could benefit from such a meeting.

Christian then contacted Blanchard to see if he would agree to meet Geiger. Blanchard agreed.

Tom Christian picked Gary Geiger up at 10 a.m. at his office for the drive down to Eastern.

"I had a plan," Geiger said. "I wanted him to talk about that day. I wanted answers to questions like, "Why did he shoot me?" Why did it get so violent? Did he try to kill me?"

"The big goal for me was to get an apology. To me, a survivor of violent crime, an apology could be very profound. It would bring closure and healing. I wasn't going to ask for an apology. I wasn't going to beg for an apology. If it came, it came."

Shortly before the meeting, Geiger prayed for strength.

"We heard a knock on the door, which meant Wayne had been frisked and was at the door. Tom shook my hand and said, 'Let's do it.' And there, after 11 years, was Wayne Blanchard."

Gary Geiger learned that Wayne Blanchard had been 21 when he participated in the Best Western robbery that netted \$150.

The Albany native was a high school dropout who already had served 34 months for robbery and a year for parole violations. He had been out of prison for four months when he met up with his friends that early morning.

With a few beers in him, Blanchard agreed to join his friends in the robbery, where they expected to pick up some quick cash. Geiger was simply someone who got in the way.

After sentencing, Blanchard had been sent from one prison to another. He went to Clinton, Downstate, Sing Sing and Green Meadow prisons before he got to Eastern.

The call from Tom Christian had come as a surprise. Until then, Blanchard had given little thought to the man he had shot. "I had thought about what I had done, but I didn't know this man except for that night, the robbery," he said.

At first, Blanchard was skeptical about the meeting. He thought the mediation was a gimmick, something that could be used against him when he came before the Board of Parole in 1994. But "after talking to Mr. Christian, I figured it would help Mr. Geiger put it behind him," he said. "It would give me a chance to speak to Mr. Geiger to see how this affected him."

Unlike Geiger, Blanchard did not prepare what he would say. He wasn't going to explain or justify his actions. He was simply going to listen to what Geiger had to say. His only plan was to apologize.

When the two men finally got to the table, Blanchard broke out in a sweat. He was jittery and nervous as he listened to Geiger.

Geiger explained to Blanchard that he had been a part of his life for 11 years, and today he wanted some honest answers to his questions.

"He was making me see what I had done," Blanchard said. "I didn't realize what I had done. I didn't know the way he was treating other people and himself. I felt terrible. It wasn't something I'd want people to do to me."

Blanchard admitted that he did pull the trigger, but said he never planned to kill him. He fired because he thought Geiger was reaching for an alarm.

When Blanchard started to apologize, Geiger's eyes filled with tears. "For 11 years, I'd built this man up into a monster," Geiger said. "Now he's just a human being. I started to cry. I thanked him for the apology." The 45-minute session closed with a handshake.

In a visiting room at Eastern, seven months after the mediation, Blanchard said the encounter helped him, too. "I was happy that he forgave me for what I'd done to him," he said. "It really made me feel good that I helped him."

When he gets out of prison, Blanchard said he wants to help youths stay out of crime. "(Youths) are out there with no sense of direction," he said. "There's no one to tell them about this, about throwing their life away."

(Reprinted from Albany Times Union, January 1, 1993)

1. **List as many people as you can think of who were impacted by this crime.**

2. How was Mr. Geiger hurt physically?

3. How was he hurt emotionally?

4. How was he hurt financially?

5. How were others affected by his victimization?

6. How long did the effects of Mr. Geiger's victimization last?



7. **What has Mr. Geiger done to help himself recover?**

8. **What has Mr. Blanchard done to help himself recover?**

Carjacking

A car is stolen every 20 seconds in this country (FBI, 1994). For some it means a loss of independence, a means to go back and forth to work. Cars for many people are an extension of themselves and when stolen, people feel personally violated. For others, the crime takes on a much more violent nature in that victims are forcibly removed from their car -- a crime called **carjacking**.

Carjackings often lead to serious injury or even death. In a case that helped prompt federal and state laws against carjacking, a 34-year old research chemist and mother of a 22-month old daughter was driving her daughter to her first day of preschool. As she was stopped at a stop sign, the woman was beaten by two assailants who forced her from her car. The mother, fighting to rescue her child from the back seat, got her arm wrapped in her seat belt and she was dragged more than one and one-half miles before she died.

1. **What effects do you think this crime will have on the child for the rest of her life?**



THINK ABOUT...

Watch the video, "48 Hours: Steal That Car" and answer the following questions in your small group.

1. **What is the impact on victims when their cars are stolen?**

2. **In the case of carjacking, how was the victim hurt?**

3. **How are people combating carjacking?**

3. Should Carol try to fight the intruder? Why?

After the robber gets all of Carol's money and valuables, he hits her several times and warns her that if she calls the police he will be back and finish what he started. He then cuts the line to the telephone and leaves. Carol has a broken jaw and severe bruises, and she has been robbed of all her valuable items (many irreplaceable) and identification.

4. What should Carol do now?

5. If you were Carol, would you try to leave the house to call the police? Why?

6. Why do you think he robbed and battered her? List possible reasons.



12. Do you think she will feel safe in her home? Why?



THINK ABOUT...

Read the following article.

He Grew Old There, Now Fears for Life

By

Charles Layton

One night of terror has left a 94-year-old Delaware farmer with a cruel decision...to live in fear of a prowler's return or leave his home of 73 years.

(BRIDGEVILLE, DE) At the age of 94, William H. Elliot Sr. found himself engaged in a life-or-death struggle recently with a midnight prowler who wrested the old farmer's shotgun away from him and tried to kill him with it.

Mr. Elliot's experience was the nightmare of anyone who ever spent a moonless night alone in a country house. He discovered the intruder trying to enter through the bathroom window and traded gunfire and bits of hostile conversation with the man for nearly two hours. Then he waited in fear until well after sunrise.



All the while, Elliott was unable to call for help because the prowler had cut the phone lines. "I was scared all along," he said. "I knowed when these robbers comes in, if they don't get what they want they'll kill you anyhow -- beat you up, torture you to death." So while an unknown enemy stalked him with his own shotgun, Elliott was forced to cringe all night in the darkness of this bathroom -- barefoot, pajama-clad, his palsied hands desperately clutching an old .22 caliber rifle for protection.

Since 1962, when his second wife died, Elliott has lived alone in this old gray house four miles from Bridgeville.

"I had to get up to go to the bathroom around 12 o'clock. And I got a couple of little kittens out there in a box, and I heard something. I thought it was them. Then I got back in bed, and I heard it again. It was a little louder. And then I got to the kitchen door, and heard a man push the window up in the bathroom."

"I heard him push the window up, and I run out and hollered at him, told him to get away from here.

'Don't come in here,' I said."

Elliott said that the intruder answered in a strange unnatural whispering voice. "He said, 'I want some money.' I said, 'Now you get away,' and I said, 'I haven't got any money.' I said, 'Now you get away from me or I'll shoot you.'" And then, Elliott said, the intruder made a strange reply. He said, "Thank you."

Creeping away, Elliott fetched his .410 gauge shotgun and returned to the window. He heard a movement outside and fired through the pane, shattering glass onto the lawn.

Then a stillness. And again the sound of movement outside.

Again there was movement at the bathroom window. "I thought I saw him sticking his head up," Elliott said, "and I just hauled off and punched the gun right through the glass and all. He grabbed my gun barrel, pulled me, slammed me up against the window -- bumped my head and cut my hand and arm on the glass. He took the shotgun. I couldn't hold it."

At this point, Elliott realized he was in worse trouble than ever. His enemy was armed with the shotgun now.

Elliott's right hand was bleeding from the glass cuts, his forehead pounded with pain, and he had jammed his knee against the wall and injured it.

"I was all a-tremble. Just perspiring and sweating," he said.

But he composed himself and slipped off to the bedroom to retrieve an old .22 caliber rifle and some bullets. Then padding back to the bathroom, he sat still in a chair six feet from the window, leveling his rifle at the spot where he last had seen movement.

"If he stuck his head around there, I was gonna pull the trigger," Elliott said. "And I sat there till I got a little tired."

"I thought to myself, 'I'll get up and stand over there.'"

As Elliott leaned forward and started to stand, fire flashed at the window and a thundering boom shook the room. The prowler had aimed for Elliott's head and barely missed. The load of shot tore a hole in the wall six inches behind him.

"It's a thousand wonders that I didn't have a heart attack," he said. "And it's a wonder I didn't lose my head. I knowed it was life or death. I knowed I had to out-do him or he was gonna kill me."

The prowler tried to draw Elliott's fire by moving a board slowly across the window. Elliott shot at the movement. The next day the board, with a bullet hole through it, was discovered on the ground outside the window.

The night was cloudy and moonless, and Elliott squinted through his thick glasses at the shadows outside, staring a long time at a black clump across the yard. He decided it was the squatting figure of a man, and he fired at it. It was a bush.

Suddenly, 15 or 20 minutes later, the silence was disturbed again by a shotgun blast and a violent shattering of glass at Elliott's back. The prowler had sneaked around behind the house and fired through the kitchen window above the sink, blowing glass all the way into the far bedroom. That was the prowler's last shotgun shell, Elliott knew, but he had to assume the man might also be armed with a pistol or some other weapon.

For the rest of the night Elliott stood tensed against the bathroom wall, listening and watching for moving shadows.

"I tell you, I was glad when sunrise came," he said. "But I never laid down. I stayed right there and watched. I never opened that front door to go out until 8 o'clock in the morning."

At 8 o'clock, Elliott walked out to the road and flagged a passing car. The ordeal was finally over.

But the old man's experience has left him now with a cruel decision: To live in fear of the prowler's return, or to move from the home where he first came as a newlywed.

In choosing, Elliott must consider a woman in nearby Milford who was strangled in her home last January with no apparent motive and no evidence of burglary or sexual assault. A month before that, an 80-year-old man was found shotgunned to death in his isolated farmhouse only 20 miles from Elliott's place. And a month before that, a country storekeeper was brutally murdered in the same vicinity.

3. **If Mr. Elliot's neighborhood was your neighborhood, what would you do to reduce crime?**

DEFINITION

White Collar Crime and Fraud

"White Collar Crime" usually implies that the crime was committed by a person of respectability and high social status in his occupation. However, the FBI's operating definition focuses more on the quality of the crime than on the offender:

White collar crime refers to those illegal acts characterized by deceit, concealment, violation of trust, and not dependent upon the application or threat of physical force or violence. They are committed to obtain money, property, or services; or to avoid the payment or loss of money, property, or services, or to secure personal or business advantage.

More simply stated, white collar crimes of fraud are targeted against individuals or institutions for the purpose of obtaining financial gain illegally.

White collar crime includes:

- ◆ Mail fraud
- ◆ Bankruptcy fraud
- ◆ Wire and computer fraud
- ◆ Insurance fraud
- ◆ Credit card fraud
- ◆ Telemarketing fraud

and many others.

People who have lost money to white collar criminals like swindlers and con-artists usually feel guilty and ashamed for having allowed this crime to happen to them. Therefore, they are reluctant to report to the police or to seek help. They are also sometimes treated with skepticism and suspicion when they do ask for help. People say things like, "An honest man can't be cheated." Those who should be in positions to help sometimes tell white collar crime victims that they should have paid more attention to their financial matters, that they should have read the contract more carefully, that they should have required a guarantee, and that they should have gotten documents in writing. This re-victimizing the victims causes them to further withdraw.

THINK ABOUT...



Have you ever been swindled or misled into believing one thing about money you were to receive, but finding out later that it wasn't true? If so, place an "X" by reactions you felt.

- shame
- guilt
- disbelief
- anger
- depression
- felt "stupid and careless"

If you have had this experience, please consider sharing it with the group.

Bank Robbery

Victims of bank robbery include not only the person directly required to hand over the money but customers, other tellers, managers, and security guards. Those most commonly approached for money -- the tellers -- experience a tremendous amount of self-blame. Like white-collar fraud victims, they feel ashamed that they couldn't have done something to prevent losing the money.

In addition, bank tellers must return to the scene of the crime immediately if they are to keep their jobs. They often experience great anxiety about the robber returning. Their place of employment does not feel like a "safe place." To add to the trauma, the victim is sometimes considered a prospect during the investigation which causes further isolation.

Victims of bank robbery often experience

- ◆ Fear of the robber returning
- ◆ Hyper-alertness
- ◆ Anxiety attacks when seeing clothing or faces similar to the robber's
- ◆ Trouble concentrating at work, making frequent simple mistakes (which is not acceptable in banking)

- ◆ Increased use of sick time
- ◆ Irritability
- ◆ Fear of strangers

- ◆ Increased use of sick time
- ◆ Irritability
- ◆ Fear of strangers

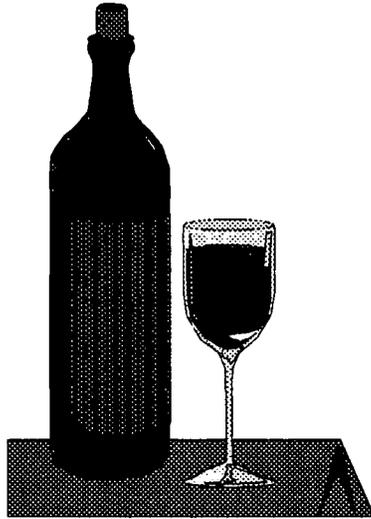
Have you ever been responsible for someone else's money when it was lost or stolen? If so, please share your experience with the group, including the things that were said to you afterward that indicated you were at fault. Do you think the victims of a bank robbery feel the same way?

GUEST SPEAKER NOTES

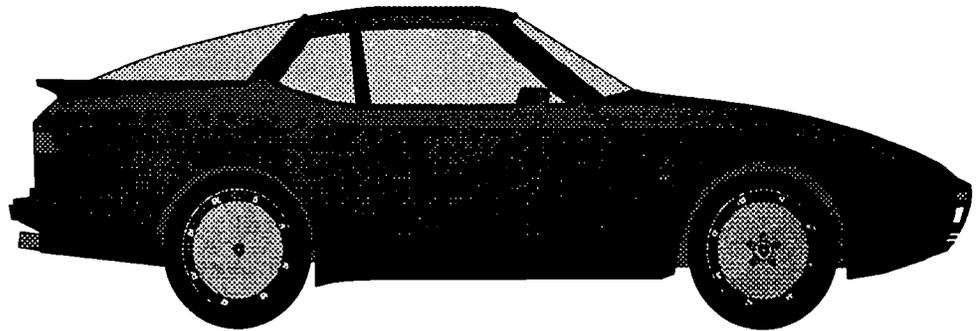




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**DRUNK DRIVING
DEATH AND INJURY**



DrunK Driving Death and Injury

WORDS TO KNOW

DWI	Mothers Against Drunk Driving (MADD)
DUI	blood alcohol concentration (BAC)
crash	second-degree murder
accident	manslaughter
binge drinking	homicide/negligent homicide

OBJECTIVES

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

- ◆ define driving under the influence/driving while intoxicated
- ◆ discuss why impaired driving is a serious crime
- ◆ know myths and facts about drunk driving
- ◆ examine the impact of drunk driving crashes on victims
- ◆ identify symptoms and warning signals of alcoholism
- ◆ identify strategies to prevent drunk driving crashes

THINK ABOUT...



On November 10, 1991, an 18-year-old swimmer celebrating a swim meet was provided fortified wine by a teammate's 21-year-old girlfriend. He quickly drank 1 ½ bottles and drove through a residential section of Mesa, Arizona at speeds exceeding 80 mph in a 30 mph zone. His car struck and killed a 22-year-old college student and seriously injured a 16-year-old girl as they were walking in a crosswalk. The driver left the scene but turned himself in to police the next day. As a result of the elapsed time, police were unable to obtain breath, blood or urine specimens to determine a blood alcohol concentration (BAC). The driver was convicted of manslaughter for the death and aggravated assault for the injury. He was sentenced to ten years in prison. The 21-year-old provider of alcohol was convicted of a misdemeanor and sentenced to six months in jail.

It was an autumn evening, and Kenny was going around a blind curve on his way home from work. A full sized four wheel drive pick up was suddenly in his lane. Kenny was killed by a 20-year-old, twice convicted of drinking and driving, and driving with a revoked license. Kenny was a husband and father of two daughters. The driver broke his ankle. He was sentenced to work at the Marina Del Rey Sheriff's station for a year and received 5 years probation.

- 1. Do you think someone should be arrested for providing alcohol to a minor? Explain your answer.**

2. **Do you think probation is an appropriate sentence for someone who has previously been convicted of drinking and driving, driving on a revoked license and eventually killed someone? Explain your answer.**

DEFINITIONS

The following definitions are applicable in this state.

Blood Alcohol Concentration (BAC)- A driver's BAC is based on the ratio of alcohol to blood or breath.

Driving While Intoxicated (DWI)-

Driving Under the Influence (DUI)-

Second-Degree Murder-

Vehicular Homicide/Negligent Homicide-

Manslaughter-



Serious-Bodily Injury-



Accountability

All drunk driving crashes could have been prevented. Two deliberate choices were made. One was to use alcohol or other drugs and the other was to drive. This is why the term "**crash**" is preferred to the word "accident". An **accident** happens when a dog runs in front of a car which causes the driver to veer into the lane of another car. Someone who deliberately drinks, drives, and eventually causes a collision, could hardly be referred to as causing an "accident".

Alcohol's effect on an individual is determined primarily by two factors: The amount of alcohol consumed and the rate at which it is absorbed into the body. Other contributing factors include body weight, alcohol tolerance, mood, environment and the amount of food consumed.

Alcohol is a Drug!

Alcohol is a "depressant." This can be confusing because the word depressant would seem to mean something that causes depression, but this is not the case. In fact, many people get lightheaded and playful when they drink.

A depressant is something that decreases bodily functions, not that depresses a person's mood.

Alcohol acts something like a general anesthetic. The depressant effect begins by reducing the



activity of the higher brain centers such as those that control vision, thought, speech and movement. This process also diminishes control over behavior and emotions, which is why drinkers tend to behave impulsively and are overly emotional at times. With increasing BAC levels, alcohol begins to slow the deeper and more primitive brain centers that regulate vital bodily functions such as heart rate, breathing and sleeping. In other words, it is not one's mood that is depressed by alcohol, but the functioning of the brain. This is why it is risky to mix alcohol and prescription drugs such as sleeping pills. They both depress brain functions. In fact the combination of alcohol and pills can so severely depress the functioning of the brain that respiration or the heartbeat may cease, and with it, life itself.

You cannot counteract the effect of alcohol or speed up the rate of metabolism once alcohol is in the system. A common myth is that coffee can reduce the effects of alcohol and help sober up a drunk person. In fact, nothing has yet been discovered that will make a drinker's brain function more normally in terms of perception, reaction time, or judgment other than the passage of time. Caffeine may briefly make a drunk person feel more alert, but an alert drunk can be even more dangerous: he or she may be more willing to get behind the wheel of a car. There is no magic path to sobriety after alcohol is already in the blood. You cannot "burn it off," urinating will not "drain it out," gobbling a sandwich will not "soak it up," drinking coffee will not "take the edge off," nor can you by hard concentration, medication or positive thinking make yourself sober. (Vogler & Bartz, 1992)

THINK ABOUT...



We all like to make important decisions based on the truth; but in the case of alcohol and other drugs, many people have opinions based more on feelings than facts. Complete the questionnaire and see how much you know.

TEST YOUR ALCOHOL AND DRUG I.Q.

Please mark "T" for statements you believe to be True and "F" for statements you believe to be False.

1. **People have more energy after using alcohol because it is a stimulant.**

2. **Drinking alcohol can permanently damage a person's body.**

3. **A person is much more likely to get drunk quicker with hard liquor than with beer or wine/coolers.**

4. **A cold shower or a cup of coffee will sober someone up.**

5. **Alcohol is a food and drug.**

6. **Everybody reacts the same to alcohol.**

7. **A person can die of alcohol poisoning from gulping drinks.**

8. **Alcohol is a drug, just as cocaine and marijuana are.**

9. **The use of marijuana does not impair driving skills as much as the use of alcohol.**

10. **It is safe to drive as long as a person has only one drink.**



The FACTS About Alcohol Content

Don't let the bottle fool you. A 12-ounce can of beer, a five-ounce glass of wine, a nine-ounce wine cooler and one shot of whiskey contain about the same amount of alcohol. Each bottle has its own label and will state either the percentage of alcohol or the proof. Proof is easily converted to percentage by simply dividing it in half, so any liquor that is 80 proof is 40 percent alcohol. The alcohol content of wine and malt beverages may vary depending upon production methods.

In most states, a person is legally considered to be under the influence with a blood alcohol concentration (BAC) of .10 or greater. Many states are now lowering the level to .08.

Reaction time slows with a BAC below .10. Vision and depth perception become distorted; emotions and moods become unpredictable. Alcohol begins to affect coordination and judgment. According to the American Medical Association, driving skills have deteriorated at .05 BAC. A driver with a BAC of .10 is six times more likely to have a crash than a sober driver. Furthermore, a driver with a BAC of .15 is 25 times more likely to have a crash, while a driver with a .20 BAC is 100 times more likely to have a crash. (Ryan, 1993)

It is relatively safe to say that your body metabolizes about one drink per hour. However, recent research suggests that men produce more of a certain enzyme than women, and this enzyme begins the rapid absorption of alcohol in the stomach. More alcohol will therefore get into a woman's bloodstream, making her BAC higher than a man who weighs the same and has had the same number



The Effects of Alcohol on Health

The health risks associated with heavy drinking are well known and have been highly publicized. The crimes of suicide, domestic violence, sexual assault and other crimes are frequently committed while under the influence. Impulsive behavior is very common after drinking and plays a major role in many accidents. For example, after several drinks, an individual decides to repair a TV antenna and climbs on the roof. He falls off, makes his way back into the house and dies on the bathroom floor from serious injuries.

Drinking alcohol lowers one's inhibitions, so, while under the influence, many people have an easier time engaging in certain activities that they might normally be more reserved about. Although it is true that even a little bit of alcohol can lower your inhibitions and make you feel amorous, larger amounts will interfere with sexual performance by reducing sensitivity and reflexes, including achieving and maintaining an erection. A more serious matter is when someone is drunk, he or she may impulsively engage in sexual intercourse that can and often does result in an unwanted pregnancy. Sexually transmitted diseases are also consequences of drinking and acting impulsively. A person whose thinking is impaired by alcohol may not be as likely to avoid sexually dangerous situations such as not using a condom or having sex with someone they don't know.

Recent concern about fetal alcohol syndrome (FAS) has prompted the government to require warnings on alcoholic beverage containers and in public places that serve alcohol. Fetal Alcohol

Syndrome can occur when pregnant women drink alcohol which results in a variety of physical and/or developmental abnormalities in the baby. A woman who goes on even one drinking binge while pregnant can cause a chemical assault on the developmental processes of her baby. (Vogler & Bartz, 1992)

Drinking alcohol is legal only for people over 21, and should only be used by adults who will not be driving or engaging in any risk-taking behavior at the time or several hours later.

Pregnant women should never use alcohol or other drugs.

THINK ABOUT...



Mary and John have been at an anniversary party for her parents. John had been drinking heavily but insisted he could drive home. James, husband of Sue and father of three children was driving home from work on the same road as John. Suddenly, John crossed the center line and crashed into James' vehicle. James was instantly killed in the crash. Mary was thrown from the car and sustained severe injuries. She is permanently disabled. John recovered from his injuries after a brief hospital stay. John's trial is pending.

Please answer the following questions.

1. **Whose fault is the crash?**

Teen Drinking and Driving

Today, across the country, eight young people will die in alcohol-related vehicular crashes. Think of eight young people who are closest to you: your children, nieces, nephews, and friends. It could be them.

A 1993 U.S. Department of Health and Human Service series of reports on underage drinking showed that at least 10 million American teenagers drink monthly, 8 million drink weekly, and almost ½ million go on weekly **drinking binges** of five or more drinks in a row. The series also revealed that teenagers are able to purchase alcohol without being asked for proper identification despite the fact the purchase and possession of alcohol by persons under 21 is illegal in all 50 states. Alcohol is one of the most widely available and problem-producing drugs available today. Alcohol is the drug of choice for young people, and they consume it earlier and earlier. Research has shown that people who begin to use alcohol early in their teens are more likely to experience serious alcohol-related and health problems later in life.

THINK ABOUT...



Read the following article.

"I Was Arrested for Drunk Driving"

A "Harmless" Game Landed Me in Jail

by

Anna Cruz



Out of nowhere, a flashing red light blazed through my rear window. I froze in panic. I could feel my heart pounding my ears. A cop in a blue-and-white flagged me to the side of the road. No siren. Just a swish of his hand. That's when my hands started to shake. I could barely pull over, they were shaking so bad. I was like, "Hang on, Girl." But in my head, I was falling off a cliff. I know I'd just made the biggest mistake of my life. I felt my future drain away right there on River Street in Hackensack, New Jersey. Me...Ms. Straight and Narrow, was about to be cuffed, booked and arrested on a DWI (driving while intoxicated). How could I have been so stupid?

A Special Party

There was this party. Yeah, I know, there's always a party. But this was a special party. It was the last week of summer vacation, and the old gang was about to split up again and head back to college. It was a Thursday night. I was meeting my friends, Sonny and Tara, and some other kids at Sonny's parents' house in the 'Sack. We all went to high school together. Even after a year of going our separate ways, we were still really tight. So we were hanging at Sonny's and drinking a couple of beers. But it was cool. I knew what I was doing. At least I thought I did. Before Brad.

Brad was--how can I describe him? Flawless. He was Sonny's neighbor. An older guy. Totally brilliant. He already graduated pre-med and was accepted into Columbia. He was going to be a surgeon. Save lives, he said. Play God. Said he'd seen a human heart up close and it was awesome. Brad had heard the music at Sonny's that night and dropped by. Tara leaned over and whispered, "Look at his hands." He was rolling this silver dollar over his fingers. Like a magician, you know? Over and over his fingers. He said that's what surgeons do to keep their hands in shape. He said he could pick a hair up from a glass table with just his fingertips. I couldn't take my eyes off his hands.

You know when guys have clean, tan hands that are soft, yet really muscular? Those were Brad's hands. I remember thinking, "I could marry those hands."

So I had a couple of beers and was feeling fine. We were all laughing and lounging around. Very ripe scene. It was about 10 o'clock. As a joke, Tara said we should turn ER on and see if Brad could diagnose the patients. Then Sonny added his two cents to the mix.

The Drinking Game

"Heard about the ER drinking game?" he asked. Said he read about it on the Internet. Like, whenever Carter flirts with Dr. Lewis, everyone has a drink. Or each time Ross gets puppy-dog eyes while looking at that curly-haired nurse, you take half a drink. Those are the rules. Sonny said it was totally hot at his dorm. It sounded stupid to me, but this sort of whirlwind took over and Sonny was getting more beers and the TV was on and before I knew it I was in the middle of it all. I mean, before I could explain that I drove my mom's car from Ridgewood and told her I'd be home before midnight. Really, who says something so lame in front of a gorgeous doctor-to-be?

Just Like on TV

"Step out of the car, please." The red light was still flashing. A cop was shining his flashlight on my face. I didn't move. I didn't think I *could* move. "Step out of the car," he said again. This time he reached through the open window, pulled up the lock and opened my car door. As soon as I stood up, I got totally dizzy. I felt much more drunk on my feet, but I tried to maintain. Just like on TV, the cop asked me to walk in a straight line and touch my nose with my finger. I couldn't believe I couldn't do it. I couldn't believe, either, that the officer took out handcuffs and slapped them on my wrists. That's when it came crashing home: I was in big trouble. This nightmare wasn't going to end

in a commercial. He gently led me to the backseat of the police car and told me I was going downtown to the precinct to take an alcohol test.

"My car..." I stammered.

"It'll be impounded," he told me.

Then he asked, "Are you over 18?"

"I'm just 18," I said.

"Then you just made a very adult mistake."

All the way to the station, I felt like crying but couldn't. I was beyond tears and way into complete and total panic. I'd never even gotten a "C" on a report card.

Uncuffed

The police station was really quiet. Not like *NYPD Blue* at all. Mostly just cops in uniforms milling around. They would look at me, see the cuffs, then look away. I felt like a criminal...which I guess I was. My head was spinning and I couldn't walk very well. Totally humiliating! The officer propped me up on his arm and led me into a little room with a couple of chairs and a small desk. He took the cuffs off, which was good because they were starting to cut into my wrists.

"Was I driving too fast?" I remember asking. He told me no, I was crawling along at about 10 miles an hour...on the wrong side of the road. That's when I started to cry. I blubbered that I'd never done

anything wrong before, that it was just one little mistake. He stopped filling out his report and looked me straight in the eye.

"Do you know how many people have been killed by drunk drivers who make one little mistake?" After that, I didn't say anything else. Just tried to listen while he read off a sheet of paper informing me I was being arrested for violating New Jersey state law, and that I was required by law to consent to a breath test for alcohol. He asked how much I'd had to drink and when was the last time I ate. I felt sick. I'd never felt so alone in my life. I just wanted to go home. That's when the officer brought in the breath test and told me to blow in the tube. After that, he explained there would be a hearing the next day and I should call someone to bail me out.

No one was home. My older brother had already left for school and my parents, who were supposed to be back from Manhattan by midnight, must have been tied up in traffic or something. And my friends, well, they were all still at Sonny's and in no condition to drive either. So the officer led me to a jail cell where I sat rotting for the next hour-and-a-half.

Alone in a Small Cell

It's totally psychotic being in jail. Not what I expected at all. First of all, I was alone in a small cell with a tiny bed, stainless-steel sink and toilet with no seat. It was clean enough. I mean, I didn't have to stand because it was too gross to sit. And I didn't have to cower in a corner away from a bunch

of drug addicts and prostitutes either. That was good. But when the cop turned the lock and left me sitting alone on the green plastic bed sheet, that was bad. I could barely breathe. I felt like I had

major claustrophobia. Just knowing I couldn't get out made me freak. If I needed a little fresh air or wanted to go to the bathroom in private, well, too bad. You really do feel like an animal in a cage. It's a feeling you can't know unless you experience it for yourself.

When my parents finally came to pick me up, it was the worst part of all. I could see my mom had been crying. My dad didn't say a word. I know they both knew I knew better than to drink and drive. It's like they had trusted me to be smart and I let them down. Impressing Brad seemed like the most feeble excuse, but what else could I say?

A Record That Would Never Go Away

The next day in court, my mom and dad stood beside me as I pleaded guilty and took my punishment: a fine of \$250 and suspension of my license for six months. And a record that would never go away. I could have been ordered back to jail, but the judge released me to the custody of my parents. Before it was over, though, the judge asked me to turn and face my mom and dad.

"Do you love them?" he asked. I said that I did. My mom and I both started to tear up. My dad, too. Then the judge told me to remember that moment...that feeling. "Remember it," he said, "because drunk drivers kill people's moms and dads and daughters every day. Think about that the next time you consider getting behind the wheel drunk. Think about somebody's mom."

That really stuck in my mind. I know I'll never make the same mistake again...or let someone else drive drunk, either. Hey, I want to be somebody's mom one day, too. (Sassy Magazine, October, 1995)

THINK ABOUT...



Look over the MADDVOCATE (Spring, 1996) article, *Driving Under the Influence: A \$14,000*

Decision! Be prepared to discuss the costs of drunk driving.

Even though the legal drinking age is 21, millions of American youths drink and drive every year. Of those who are caught driving drunk, most had no previous arrests. They were people just like you. They didn't intend to place the public in danger. But they did make a terrible error in judgment -- a choice to use alcohol or other drugs and then behind the wheel of a vehicle.

Drunk driving is expensive. Following are expected costs of a first drunk driving violation that does not involve a crash.

Towing your vehicle	\$ 60.00
Vehicle storage fee	20.00
Defense attorney	1000.00
Minimum fine	200.00
Court costs	52.50
Service fee	200.00
Total	\$1532.00

Beyond that, the more severe cost is increased insurance rates.

First, you'll be forced to move from a standard insurance company to a high-risk company. If you were on your parents' policy before the offense, they will drop you like a hot potato.

Let's say you are an 18-year-old male living in Dallas, Texas this summer. Your parents gave you a 1995 Pontiac Trans Am as a graduation gift. They were willing to keep you on their policy as long as you paid your share of the premium. Your policy includes liability limits of \$20,000 per person, \$40,000 per occurrence, property damage limits of \$20,000 per occurrence and a comprehensive and collision deductible of \$500. Here's what will happen to your insurance rate:

Premium Before Drunk Driving Offense:	\$1,000 every six months Or \$2,000 per year
Premium After Drunk Driving Offense:	\$3,000 every six months Or \$6,000 per year.
Total Annual Increase:	\$4,000

More bad news: The drunk driving offense will keep your insurance rate up for three years, resulting in an additional \$12,000 for automobile insurance. (If you offend again, it gets even worse!)

So.....the total cost of one drunk driving offense over a three year period of time (until you are a senior in college) is nearly \$14,000. **That's a sobering thought.**

Adapted with permission from Home and Away, (1995), October). Falls Church, VA: AAA and with gratitude to Jeff Hiemenz of Allstate Insurance for current rate information.

THINK ABOUT...



The Victims' Perspective

An offender has a choice-- to commit a crime or not. If deciding to commit the crime, he or she may be caught and arrested, or may continue to elude the police and perhaps continue to drink and drive.

The victim has no choice. Some might say the victim was "in the wrong place at the wrong time."

No one is safe from the drunk driving offender; it could be your spouse, child, mother, father or **YOU**.

The offender, once arrested, is informed of his or her rights. If injured while committing the crime or during the arrest, medical attention is offered. The offender has an attorney provided if unable to afford one, and may be released on bond shortly after the crash. During the pre-trial period, if incarcerated, the offender is provided with food, shelter, books, television and recreational opportunities.

Meanwhile the victims of the crash who survive are still in the hospital or perhaps at home recuperating and learning to live with their injuries. They must pay for their own medical care and ambulance bills.

Family members of those killed are beginning a lifetime of grief. They may never before have experienced such emotional pain. Victims must endure the frustration of a criminal trial along with the drunk driver and, if testifying, be subjected to harsh cross examination. In other words, the drunk driver's lawyer may make them feel they were to be blamed for the crash. The offender does not have to testify, and usually does not. (MADD, Pennsylvania State, 1992)

Is this fair? Defend your answer.

THINK ABOUT...



Read the following article.

OVERCOMING THE ODDS

Party of Three: When It's For Real, It's No Party

by Tamara Tuttle

Rick, Kelley and John Ames lost their parents to a drunk driver just like the Salinger kids did on *Party of Five*. But unlike their fictional counterparts, they have no tidy TV resolutions to their all-too-real tragedy. "Mom and Dad were just five minutes away from home when this car jumped the median strip and swerved into traffic going the wrong way," relates the eldest Ames, 22-year-old Rick. They were blind sided, hit head-on and killed instantly."



Rick and Kelley's mother and stepfather (John's dad and stepmom) were killed on March 29, 1995. Rick and his brother John, who was 10 at the time, were first to hear the devastating news -- later that night, they had to break it to their 27-year-old sister, Kelley, who had been at Disneyland with friends. "We pulled into the driveway and Rick walked out -- I knew something was wrong because he looked so torn up. Then he told me..." Kelley pauses and sucks in a deep breath. "I fell down and started screaming in the middle of the street."

Kelley freaked out -- a reaction she probably has in common with the surviving family members of the estimated 16,500 people who were killed in alcohol-related accidents last year. That means one person died every 32 minutes because of someone else's carelessness in 1995. "I try not to think about that woman," says Kelley of her parents' killer. "It just hurts so bad. I still cry every day."

But dealing with death involves more than getting over the shock. Try to imagine the bizarreness of friends and family members staring at you, concerned with everything you do and whispering about you constantly. You go to school and people are pointing at you in the hallways. Everybody knows. You feel sick because the worst thing that could ever happen to you just did. And no TV show can truly portray what it's like. "I had no sleep for a week, I didn't eat and I smoked cigarettes like a chimney," explains Rick. "You don't realize it can happen to you until it hits home, until someone close to you is killed."

Those first weeks following the crash were the toughest, and both Rick and Kelley say it's hard to remember things because they were dealing with the daily routines of school and work in a blurry haze. "It was difficult," Rick admits. "Initially, we didn't feel capable of taking care of John by ourselves because we were young and still coping with it all." So for the first couple of months, relatives took turns staying with the three kids. But it soon became obvious that babysitting was unnecessary. With Rick in his 20's and Kelley now 18 and a legal adult, they decided to do it on their own -- together.

"I had a little boost in morale from all the family support," says Rick. "I also realized I wanted to do this because John's my brother." John currently spends three weeks out of the month with Kelley and Rick and the fourth week with his godparents. Kelley and Rick admit that, tough as it's been for them, John's been hit the hardest. The youngster is currently in therapy, and Kelley says: "We were never a 'huggy' family before, but now I make sure to give John a hug every day."

"When Kelley and John are out, the house feels so empty," says Rick. "But my biggest concern is paying the monthly bills." The Ames' had to move out of their family home because they couldn't afford it (they now rent a smaller house) and money is certainly tight. Rick works full-time as an apprentice electrician and goes to school at night. Kelley is a full-time student at Cal State Hayward and works at a restaurant part-time to help with expenses. In addition to work and school schedules, they take turns watching over their little brother.

"I'm his brother, but now I'm supposed to act like his parent -- you know, sit him down and make him do his homework," says Rick.

And what happened to the drunk driver who killed their parents? Nothing. Not yet, anyway. It's been more than a year and the case is still in court. According to Mothers Against Drunk Driving (MADD) statistics, California's laws are comparatively lax when it comes to dealing with drunk drivers -- even when two people are murdered. "So far, she's served a week in jail -- that's how long it took her to make bail." says Rick with a bitter tone. "So where's our justice? Nowhere."

They may not have justice, but the Ames kids try to stay positive as they learn to live without their parents. "I've had to grow up really fast," says Kelley. "But my mom always taught us to look out for each other. Friends come and go, but family is forever." (Sassy Magazine, May 1996)

Answer these questions:

1. **What emotions and reactions did Rick, Kelley and John experience?**
2. **What sacrifices were made by the children after the death of their parents?**

REMEMBER...DRUNK DRIVING IS AN EQUAL OPPORTUNITY CRIME

There are alternatives to drinking and driving:

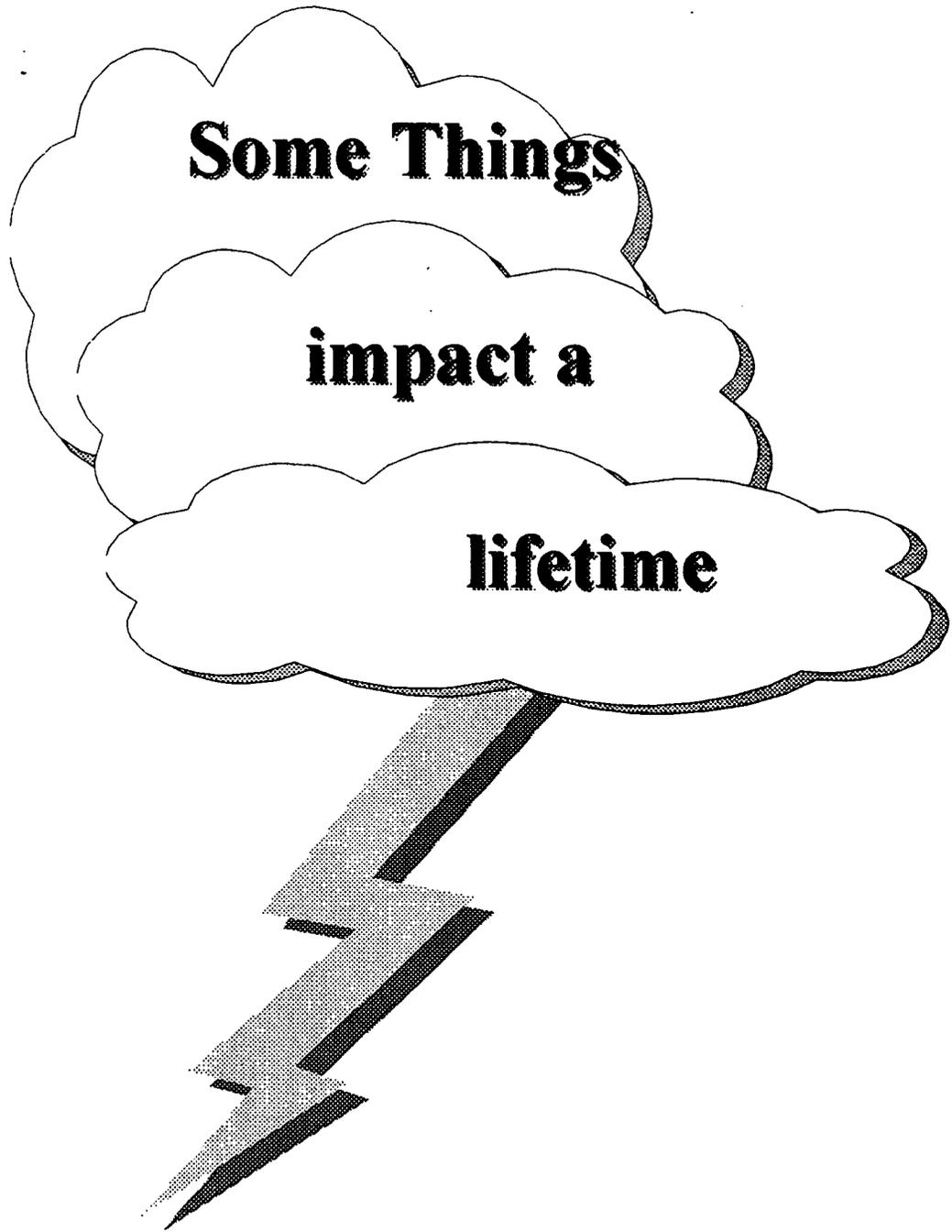
1. Stay home
2. Stay overnight if at a friends
3. Call a cab
4. Call a friend/family member
5. Designate a driver before you leave
6. If your under 21, it's **ILLEGAL** for you to drink

GUEST SPEAKER NOTES



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HOMICIDE



Homicide

WORDS TO KNOW

homicide

survivor

eulogy

manslaughter

turmoil

numbness

Post-Traumatic Stress Disorder

OBJECTIVES

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

- ◆ define homicide
- ◆ list the types of homicide
- ◆ describe the impact of homicide on survivors
- ◆ identify coping strategies for dealing with a violent death



THINK ABOUT...

Read the following eulogy. A **eulogy** is a statement in honor of a deceased person. It is often prepared for a funeral. Sometimes people write eulogies for their loved ones long after they have died.

Eulogy to a Friend

Lisa Maria Martini, age 18, was found stabbed to death, naked, in her apartment. Her killer has never been found.

I, her best teen friend, remember her, and our times together, as truly bittersweet. I struggle for some justice, and all I can do is write.

Lisa and I were never afraid of the dark, of night, of the woods, of anything. Except sometimes on those long cold winter afternoons we'd spend hiking through the woods near our homes and we'd spot a moose. Lisa would climb a tree. I don't know why she was afraid of a moose. Obviously, it wasn't what she had to fear in this life.

Lisa's death has left me confused, afraid, sad, and now, angry. I am tired of being afraid. I am tired of fearing the dark, the woods, the future. I am tired of living in fear of being a woman. Of being a person. Of being alive.

I remember Lisa as a young girl, growing up, making mistakes, both of us succeeding and failing at different times; or so often together, judging each other, or refusing to judge, being best friends. I remember all the years we shared -- the mornings we walked to school together, the lunch periods we snuck out of school to eat at the forbidden "Tastee Freeze."

After school we'd roam the woods or play our guitars...together. Junior high years were our best years, learning of social life, boys, crushes, kisses, rejection, and about each other.

Lisa Maria Martini, found stabbed to death. Her killer, or killers -- never caught. And if he, or they, were? Is there a punishment to fit this crime? I am bitter because I have had to learn to be afraid. I am angry because the young girl I loved, fought with, competed with, grew up with, was stabbed to death.

There was no reason for her death. Just like there is no reason for any of the violent atrocities confronting women, children, men, animals --all of us-- now. To this day I feel sick when I see a knife. I try to think why it happened, and of course there's no answer. But I was taught in school that there are answers for questions. This is logic.

Lisa Maria Martini, found stabbed to death. There is no logic to that.

She died young, and I think I have finally come to terms with that. She died a grossly violent death, and I will never be able to accept that. It makes me angry, but what can I do with the anger? It is not just one murder. Murder, rape, violence, have become so commonplace that they are on the back of the newspaper instead of the front, if there at all. I turned on the radio one day and heard the newscaster telling of four teenagers found shot to death in a park, and of the murder of a woman and a man in a local bar.

Fear. It's been five years, but the tears still come. Sometimes when I'm getting ready to go to sleep, or taking a bath, or driving, or watching a movie, thousands of places, people, incidents . . . things, remind me of her. It's not so much that she died. People die. It's how she died. It is unfair. It is horrible. I'm sick and tired of being afraid, of crying. Her death was grossly unfair, and I am angry. The violence that is slapping all of us, every day of our lives in this society is unfair. It is wrong. And it must be stopped. I don't know how. I wish to God I did.

There is an attitude prevalent in our society that the victim of a crime is at fault. For example, a woman who is alone is asking for trouble. A woman has a right to be alone if she wants to be. It was not Lisa's fault for liking people that she got murdered. Yes, she hitchhiked and picked up hitchhikers in her time. She wanted to be liked and to be popular. If she had met her murderer before, somehow, then maybe it would have made a difference if she had stayed in her apartment. But I don't know the circumstances of her murder. What I do know is, whether she had met her killer before or not, it was not her fault that she was a victim. It is long past time that we stop accusing the victims and start putting the blame and punishment where it belongs -- on the perpetrators.

I remember you, Lisa Maria Martini. I remember you giggling, laughing, running in joy and planning for the future. I miss you.

Lori Jo Oswald

(Reprinted from Victimology: An International Journal)



Take a few moments to write your answers to these questions.

1. Are you surprised that Lori would be remembering Lisa with so much feeling after five years?

2. How long do you think Lori will continue to remember Lisa?

To be afraid?

To be angry?

3. Have you known someone who was murdered?

If yes, who was it, how long ago did it happen, and what feelings do you have about it now?

Your instructor may ask you to share some of your reactions if you choose.



DEFINITIONS

Homicide, or murder, is the willful (non-negligent) killing of one human being by another (Federal Bureau of Investigation (FBI, 1994).

State laws define different degrees of murder/homicide.

Manslaughter is the unlawful killing of a human being without malice.

What do you think is the difference between willful and negligent?

Can someone be willfully negligent?

Watch the final section of the Victims of Crime video and then answer these questions.



The United States has more murders per year than almost any other country in the world.

Why do you think that is so?

Why do you think people murder?

If you walked into your home and found someone raping your mother, would you be justified in murdering him? Why or why not?

THINK ABOUT...



Read the following story and answer the questions.

Jose, 45, and Juan, 22, are brothers. They say they love each other, but when they drink, they argue and sometimes fight.

Juan and Jose are riding back from an evening outing with their mother and a friend. They have been drinking, so their mother is driving. Juan is in the front passenger seat. The young men begin to

5. Who are the eyewitnesses to the murder?

6. How many of these witnesses will feel okay about testifying?

Jose was not married but lived with Patricia, and they had one child.

1. Who pays for the funeral expenses?

2. How much do you think the average funeral costs?

3. Do you have a life insurance policy?

4. What punishment do you think Juan should get?

5. **What physical, emotional and financial impact do you think Jose's death will have on his family and close friends?**



THINK ABOUT...

Read the following story and answer the question.

Kenny's sense of himself as a capable and worthy young man was organized around his role as his little sister's protector.

Today, he lounges against the fender of his car in his neighborhood and explains. "I was four when Gail was born. When Mama brought her home, I said, 'This is my baby.' She always was. Even when I got mad at her or she got in my stuff, I was always like, 'I'm her big brother and I'm gonna take care of her.' The day she started kindergarten, I was the one that walked her to school.

"It happened in August, in the late afternoon. Mama told me to go to the store. I said, 'C'mon, Gail, come down to the store with me and help me carry the stuff and I'll buy you a Popsicle. She loved grape Popsicles.

"That car, I never saw it coming. Folks said he was doin' at least sixty. He just came whalin' down the street and up on the sidewalk where we were walking. I pulled Gail as hard as I could, but he just kept coming too fast."

Behind his silver sunglasses, Kenny's eyes fill with tears. His mouth sags, his scowl crumbles, and the 23-year-old gang member weeps softly. "I was eleven when that guy killed my sister. I tell Mama I was on the right track till Gail got killed. Ain't nothin' gone right for me since."

Gail lived for eight days, unconscious. All Kenny remembers of that time was missing his mother who stayed at the hospital. Gail was in the intensive care unit, and children were not allowed to visit. The day Gail died, their mother flew back to South Carolina where all the family lived. "She didn't even come to tell me Gail had died. The lady who was keeping me told me."

Kenny flew alone to join his mother the day of the funeral. "I hadn't seen Mama but a few minutes in almost two weeks, and now there's all these people around her sayin' 'Don't bother your momma. She's havin' a hard enough time as it is.' So I kept to myself and tried not to bother her."

"We didn't talk much about Gail. I guess we just never got around to it."

I used to see Gail a lot. Clear as day. She'd be in the room with me. Not sayin' anything. Just standing there with light all around her. I told Mama about seeing her, and she sent me to my Auntie in South Carolina. I missed Mama and I wanted to go home. They said, 'You still seeing your sister?' I said no, so they let me go home.

"Junior High got worse. I'd just know that my teachers were talking about Gail, saying bad things about her. I couldn't keep my mind on school. I just quit going. Mama took me to a doctor. I talked to him once, and he said Mama should come too, but we didn't go back."

Kenny hung out with older boys who stole cars, and sometimes he helped them. At fifteen, he was arrested and charged with accessory to auto theft. He spent two years at California Youth Authority. He has served time for possession of stolen goods, driving without a license, failure to appear in court, and resisting arrest. Although he earned his GED in jail, he has few job skills. The longest he has held a job is five months. He feels his life is going nowhere.

(Reprinted with permission from The Worst Loss by Barbara D. Rosof and Henry Holt and Company)

Whose fault is it that Kenny's life "is going nowhere?"



THINK ABOUT...

Watch the video "Murder USA" and answer the following questions.

- 1. The correspondent in the video states that America is raising a generation of youth who don't care, for which murder has "no shock value". Do you agree or disagree? Defend your answer.**

- 2. Think about the "Killing Time" section. Compare and contrast the accounts of the murder/robbery given by the survivor and the offender (the man released after 22 years in prison).**

Who Are Survivors of Homicide Victims?

"Survivors of homicide victims" is a phrase used to describe those individuals who had special ties of kinship with the person murdered, and who were therefore victimized not only by the loss of someone close but also by the horrific circumstances of that untimely death. Survivors are usually thought of as family members or close friends, but the term may include many people.

List below the kinds of people who were the "homicide survivors" of the Spencer boys' deaths?

Common Reactions to Homicide

The common response to any extraordinary trauma is crisis. The long-term effect of the crisis is influenced by a number of factors, such as:

- ◆ the intensity of the event
- ◆ the suddenness of the event
- ◆ whether the event was anticipated
- ◆ our state of mind prior to the event

It is clear that learning of a loved one's murder is intense, sudden, and virtually impossible to understand. Hence, most survivors face a long period of emotional struggle to reconstruct a devastated life. That private turmoil is characterized by a number of different reactions.

Numbness

Survivors report suffering an initial phase of shock and confusion. The shock at receiving the information of the murder is experienced both mentally and physically. Typically, the survivor is unable to accept the news of the death and even less able to comprehend the murder. After a rush of feelings which accompany the adrenaline reaction to the news, many survivors collapse into a state of being stunned or numbed with physical exhaustion.

Even that paints too predictable a picture. In fact, the feelings aroused by the devastating death notification and the way these reactions show themselves in the survivors' behavior, vary considerably from one person to another. There is a very wide range of normal responses in thinking, feeling, and behavior. All the following are typical reactions of family members and friends:

- ◆ __ __ **preoccupation with the survivor's personal loss**
- ◆ __ __ **horror about the suffering that the murder victim may have suffered**
- ◆ __ __ **a need to know every detail of the victim's death**
- ◆ __ __ **attacks of panic**
- ◆ __ __ **a fixation on maintaining a day-to-day routine, though this may be shattered at times by outbursts of intense emotion**

- ◆ ___ restlessness and insomnia
- ◆ ___ an inability to concentrate
- ◆ ___ flashbacks to the memory of receiving the death notification or the memory of, or an imagined picture of the crime itself
- ◆ ___ rage at the assailant
- ◆ ___ fear for one's own life or that of other loved ones
- ◆ ___ self-blame about something the survivor did or didn't do to prevent the murder
- ◆ ___ hostility towards others
- ◆ ___ utter hopelessness and helplessness.

1. Look over the list of "typical survivor reactions during the acute stages of crisis" on the previous page and imagine that you have been murdered. Rank on a scale of 1 being the most likely and twelve being the least likely the reactions you believe your mother would be experiencing during the first few months after your death.

2. Go back and do the same for your closest brother or sister.

For most survivors, the distress of the murder itself is compounded by a number of other stressors:

- ◆ the notification process _____
- ◆ identification of the body _____

- ◆ funeral arrangements _____
- ◆ medical bills _____
- ◆ funeral and burial expenses _____
- ◆ dealing with the criminal justice system _____

1. Beside each item in the list above, write the name of the person in your family who would likely deal with the problem. For example, who would probably be notified of your death? Who would probably go to the medical examiner's office to identify your body, etc.



THINK ABOUT...

You have been murdered. Plan your funeral and, as a closing, write your eulogy. Assume that your family has a limited income and a savings of approximately \$1500.00.

Additional problems of homicide survivors are listed below:

- ◆ Seeming indifference of the community to the plight of survivors.
- ◆ Isolation and helplessness in a world seen as hostile and uncaring and that frequently blames the victim.
- ◆ Feelings of guilt for not having been able to protect the victim.
- ◆ Growing public sympathy for perpetrators of crimes of passion
- ◆ Disparities in the judicial system (frequently, punishments for property crimes are as great as, or greater than, for the crime of taking a human life).

- ◆ Sensational and inaccurate media coverage.
- ◆ Financial burden of hiring private investigators, etc., when they feel that law enforcement officers are not doing an adequate job or when there are too many unanswered questions.
- ◆ Anger over a plea bargain arrangement.
- ◆ Outrage about the leniency of the murderer's sentence.
- ◆ Frustration at not being allowed inside the courtroom at the time of trial.
- ◆ The memory of a mutilated body at the morgue.
- ◆ Lack of information about what is going on.
- ◆ Unanswered questions--about the crime, the criminal justice system (Why is the killer on bail, walking the streets, after he has confessed to the crime? Why was the confession thrown out? Why do they keep postponing the trial and not letting us know?)
- ◆ Financial burden for professional counseling for surviving family members.
- ◆ The feeling that the murderer, if found, has all the rights.
- ◆ The seemingly endless grief.
- ◆ Loss of ability to function on the job, at home or in school.
- ◆ The strain this puts on marriages and family relationships, frequently resulting in divorce.
- ◆ Getting back the personal belongings of a murder victim, even those which are not essential to a trial.
- ◆ The disparity between what is spent for murderers and what is spent for victims' families.

1. **Do you know a family in which a loved one has been murdered or suddenly killed in a vehicular crash? If so, please check the items above that have been difficult for them. Be prepared to share these reactions with the rest of the class if your instructor asks you to.**

In the article "Out of Anger to Peace of Mind", Dr. Richard Gayton (1995) outlined fourteen post-trauma emotional reactions common to survivors of violence. All or part of these symptoms are characteristic of a syndrome known as **post traumatic stress disorder**.

1. ____ have intrusive distressing memories of the violent event
2. ____ have distressing dreams of the violence
3. ____ have sudden feelings that the violence is happening again
4. ____ are reminded of the trauma on Anniversary days which sets off extreme emotional distress: crying, panic, rage, guilt
5. ____ try to avoid thoughts or feelings associated with the violence
6. ____ avoid situations that remind them of the violence.
7. ____ experience memory loss regarding an important event that took place during the violence.
8. ____ have diminished interest in the activities once enjoyed
9. ____ have a sense of being different from others - detached, estranged
10. ____ have a feeling there is no future
11. ____ have trouble feeling love for anyone

12. ____ have difficulty falling or staying asleep

13. ____ are irritable, startle easily and have difficulty concentrating on work

14. ____ may overreact to loud noises or sudden movements

Go back through the list and check reactions you have had to a major stressor in your life.

Watch the "Ernest Pickett" section of the video "Victims of Crime, Silent No More" and answer the following questions:

- 1. You are a student at Dorsey High School and an eye-witness to the murder of Ernest Pickett. What would you do? Explain your answer.**
- 2. List the reactions experienced by Ernest's mother. How is she dealing with those emotions?**
- 3. A controversy erupted in the Los Angeles community concerning safety for "witnesses" to the murder. What are your recommendations to deal with situations of this type in your community?**

GUEST SPEAKER NOTES

