

149640

BASIC COURSE INSTRUCTOR UNIT GUIDE

4

CRISIS INTERVENTION/VICTIMOLOGY

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THE COMMISSION
ON PEACE OFFICER STANDARDS AND TRAINING
STATE OF CALIFORNIA

1071

UNIT GUIDE #4

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Crisis Intervention/Victimology**

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CRISIS INTERVENTION

Given a scenario involving a person in crisis, the student will perform those tasks appropriate to the event.

Performance Objective 5.1.3

CRISIS INTERVENTION

Given a series of video re-enactments, exercises, role-plays, word pictures or other depictions of a law enforcement contact with a person in crisis, the student will participate in a facilitated discussion regarding the professional quality and effectiveness of the contact. The discussion should address:

- A. Psychological reactions to victimization
- B. Behaviors exhibited by person(s) in crisis
- C. Verbal and nonverbal techniques for diffusing the crisis

Learning Activity 13.04.01

CURRICULUM

A. Introduction

1. The purpose of this class is to provide the student with a better understanding of the issues of victimization and the techniques to better interact with victims.
2. Concept of crisis
 - a. A crisis is a rapidly changing and unpredictable situation which requires awareness and adaptability on the part of the peace officer.
 - b. Crisis presents both an opportunity and a danger for both the victim and the officer.
 - (1) Opportunities for law enforcement
 - (a) Better information gathering
 - (b) More cooperation with police/prosecution
 - (c) Improved community relations
 - (d) Enhanced victim recovery

- (e) Increased sense of confidence which reduces peace officer stress
- (f) Reduced potential for violent confrontation
- (2) Dangers to law enforcement
 - (a) Potential for violent confrontation
 - (b) Potential for citizen complaints
- (3) An effective response by law enforcement can assist the victim in the recovery process.

3. Definitions

- a. Crisis: An event or series of events that temporarily overwhelm a person's normal coping mechanism
- b. Victim, for the purposes of this class, is defined as a person who
 - (1) has or reports that a crime was perpetrated against them, and/or;
 - (2) is in crisis.
- c. Victim can refer to an individual or community.
- d. There can be direct or indirect victims.

NOTE: Examples of indirect victims include family members, witnesses, neighbors, emergency services workers involved in the event, etc.

B. Situations causing crisis

- 1. Many law enforcement contact situations are critical incidents which generally result in crisis. A critical incident is any situation which is a threat to the life or physical integrity of
 - a. oneself;
 - b. loved one, or;
 - c. person for whom you are responsible (i.e., employer/employee, training officer/trainee).
- 2. Examples of a critical incident include:
 - a. Rape

- b. Death threat
- c. Severe auto accident
- d. Natural disasters
- e. Hate crimes
- f. Domestic violence
- g. Child abuse
- h. Death notification
- i. Robbery

2. Other law enforcement contacts can be perceived as critical incidents or can generate a crisis. Examples are:

- a. Burglary
- b. Vandalism
- c. Arson
- d. Theft
- e. Missing person

C. Other factors that can contribute to a crisis reaction

1. Victim factors - Examples are:

- a. Living situation (e.g., Does the victim live alone?)
- b. Age
- c. Socio-economic level
- d. Cultural issues (e.g., Is the victim a tourist or immigrant?)
- e. Quality of support system (family, friends, coworkers, church, etc.)

2. Officer factors - Examples are:

- a. Extended response time
- b. Inappropriate response
 - (1) Inappropriate demeanor (e.g., body language, voice tone, facial expression)

(2) Failure to recognize personal impact on victim

c. Lack of resources

D. Victim responses

1. Because the officer must act immediately in given situations, usually in an environment of limited information, the systematic observation and evaluation of a series of clues and victim responses are important to determine the proper action.

2. There are a variety of responses, some or all of which are experienced by most victims.

a. Feelings: Assessment of the victim's emotional state will assist the officer in establishing the proper demeanor with the victim.

(1) Helplessness

(2) Out of control

(3) Powerlessness

(4) Anger

(5) Sadness

(6) Fear

b. Thoughts: Awareness and recognition of common responses to victimization will assist the officer in interviewing the victim. People generally believe in an orderly, predictable world; thus when the unpredictable occurs, we're threatened - we say "why me?" "What did I do to deserve this?", etc

(1) Self-blame: trying to figure out what should or could have been done differently

(2) Search to make sense out of a nonsensical act

(3) Denial - "It couldn't have happened to me."

(a) Intellectualize - "He was just a low-class, ignorant, uneducated person; he was probably brutalized as a child."

(b) Religiosity - "The Lord will judge him for what he did - he was just an instrument of Satan, etc."

(c) Forgiveness - "He could have really hurt me, but he was nice to me after he did it, etc."

- c. Physical responses: Knowledge of physical responses will assist the officer in recognizing serious emotional distress when the individual does not acknowledge that they are in crisis.
- (1) Red flushed face
 - (2) Loud voice
 - (3) Hyperventilation, rapid breathing
 - (4) Shaking, twitching hands, clenched fists
 - (5) Rigid body
 - (6) Fixed stare
 - (7) Hesitation to move as commanded
 - (8) Nausea
 - (9) Headache
 - (10) Heart palpitation
- d. Incongruent and extreme responses: The potentially most volatile victims are those who display extreme or incongruent responses.
- (1) Examples of extreme responses are:
 - (a) Screaming, crying, hysterics
 - (b) Severe depression
 - (c) Rage
 - (d) Immobility (frozen)
 - (e) Violence toward self, others or property
 - (2) Examples of incongruent responses are:
 - (a) Denial of feeling, outwardly calm verbally, but uncontrolled body trembling
 - (b) Claiming no anger, but clenching fists, locking jaws
 - (c) Rigid body but flitting eyes

(d) Overtly calm, but signs of physical violence in room or area

3. Community/group reaction: Some situations will impact more than the individuals directly involved and may impact a specific group or the community at large. Groups may be defined by occupation, gender, ethnicity, culture, age, national origin, residence/neighborhood, religion, sexual orientation, etc.

a. Responses include:

- (1) Fear
- (2) Anger
- (3) Escalation of violence
- (4) Retaliation (potential)
- (5) Alienation/mistrust
- (6) Denial
- (7) Outrage
- (8) Rumor
- (9) Divisiveness of community

E. Critical incident and crisis-defusing techniques

1. Techniques for defusing crisis responses - lending psychological aid to victims

NOTE: See reference in this unit guide "Techniques for Defusing Crisis Symptoms"

- a. Acknowledge ordeal for the victim and reassure his/her immediate safety.
- b. Be an active listener.
- c. Use diversionary reality questions.
- d. Pose simple questions to help victim regain some sense of control.
- e. Use a calm, reassuring, supportive tone of voice
- f. Provide options and explain procedures.
- g. Nonverbal techniques

- (1) Eye contact
- (2) Body posture
- (3) Physical opposites

F. Obstacles to effective interaction with victims

1. Research has shown that people often react to victims in inappropriate or insensitive ways. This can apply to law enforcement officers as well as family members. Examples are:
 - a. Treating the victim as if they are a different kind of person from the law enforcement officer
 - b. Victim blame
 - (1) Victim deserved it
 - (2) Victim caused it
 - (3) Victim could have prevented it.
 - (4) Fairness forbids that bad things happen to good people; therefore, the victim either was not a good person or the victim in some way caused the badness.

G. Crisis information for the law enforcement officer's family

NOTE: Academies may wish to include a block of instruction that relates to an law enforcement officer as a victim. Additional material is provided in the Reference Section of this document.

VICTIM CONTACT/ASSISTANCE

Given a scenario involving a law enforcement contact with a crime victim, the student will perform the following tasks:

- A. Identify any underlying or related problems (i.e., medical, emotional, and financial)
- B. Provide all information to the victim as required by law
- C. Identify the appropriate referral agencies and support services (e.g., County Mental Health Department, Victim Assistance Office, self-help groups)

Performance Objective 8.42.2

VICTIM CONTACT/MANAGEMENT

Given a series of video re-enactments, exercises, role-plays, word pictures or other depictions of a law enforcement contact with a crime victim, the student will participate in a facilitated discussion regarding the professional quality and effectiveness of the contact. The discussion should address:

- A. Identification of any underlying or related problems (e.g., medical, emotional, financial, etc.)
- B. Whether or not appropriate information was provided to the victim
- C. Whether or not the person qualified for state assistance under Government Code Section 13960

Learning Activity 13.4.2

CURRICULUM

- A. Information officers should convey to crime victims (rights of victims) (legal vs. humanistic)
 1. Victim compensation
 2. Local victim/witness services
 - a. Fifty-two of California's fifty-eight counties are served by local victim/witness centers operated by district attorneys, probation officers or community-based organizations.

NOTE: A list of centers is included in the Reference Section of this document but should be updated periodically.

- b. Provide each recruit with location of local victim/witness assistance centers.
- c. Victims of Crime Resource Center (1-800-VICTIMS)

3. Access to police reports
 - a. Officers should be familiar with local procedures for requesting copies of police reports.
 - b. Legal considerations
 - (1) Juveniles
 - (2) Matters under investigation
 - (3) Certain sex crimes
 4. Case follow-up procedures and responsibilities
 - a. Officers should be familiar with local case follow-up procedures
 - (1) Follow-up contacts
 - (2) Property return
 - b. Officers should not make promises or statements regarding follow-up over which they have no control. Some examples are:
 - * "The detective will call in the morning."
 - * "The report will be ready tomorrow."
 - * "The D.A. will file this as a felony."
- B. Persons who qualify for victim assistance (Government Code Section 13960)
1. Anyone who is injured or dies as a direct result of a crime committed in California
 2. A resident of California who is injured or dies as a direct result of a crime while temporarily outside the state
 3. Anyone legally dependent for support upon a person who is injured or dies as a direct result of a crime committed in California, or is a resident of California and is injured or dies as a direct result of a crime while temporarily outside the state
 4. A family member or any person in close relationship with a crime victim if that person was present when the crime was committed and the victim was injured or died as a direct result of the crime, and the crime was committed in California or the

victim was a resident of California and the crime occurred while the victim was temporarily outside the state

5. A family member or any person in close relationship with a crime victim whose presence is required for the successful treatment of the victim if the victim was injured as a direct result of the crime, and the crime was committed in California or the victim was a resident of California and the crime occurred while the victim was temporarily outside the state
6. Any individual who legally assumes the obligation or voluntarily pays the medical or burial expenses incurred as a direct result of a crime if the crime was committed in California or the victim was a resident of California and the crime occurred while the victim was temporarily outside the state
7. Family members of the victim who incur emotional injury as a result of the crime

NOTE: Obtain latest amendment to SB 644, Presley (Chapter 780)

NOTE: "Victim" also includes nonresidents as federal funds are available (Government Code Section 13960.5)

C. Information which must be provided

1. Government Code Section 13968 - Specifies what information must be provided to a crime victim
 - a. Victim may receive financial reimbursement for out-of-pocket expenses related to: (Government Code Section 13959)
 - (1) Medical treatment
 - (2) Loss of income or support
 - (3) Rehabilitation
 - (4) Mental health counseling services
 - (5) Funeral and burial costs - Identifies the types and extent of indemnification payable to crime victims
 - b. Phone number and address of the local victim assistance center or if there is no local victim assistance center, a state application for victim assistance

NOTE: Review the **current** statutes for a list of those who are eligible. Officer should provide information on local centers and/or furnish 1-800-VICTIMS number.

SUPPORTING MATEPIAL

AND

REFERENCES

This section is set up as reference information for use by training institutions. These materials can be used for instruction, remediation, additional reading, viewing, or for planning local blocks of instruction. This list is not an endorsement of any author, publisher, producer, or presentation. Each training institution should establish its own list of reference materials.

**TOPICAL LIST OF SUPPORTING MATERIALS AND
REFERENCES INCLUDED IN THIS SECTION**

Techniques for Defusing Crisis Symptoms

Guidelines for Victim Interviews

Four Examples of Crimes Affecting the Self-concept

The Personal Impact of Crime as a Crisis

OCJP Victim/Witness Assistance Program

TECHNIQUES FOR DEFUSING CRISIS SYMPTOMS

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

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

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

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

B. Active Listening

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

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

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

Example: V: "...he jumped right through the window..."
O: "... he just burst right in...?"
V: "...yes. Then he..."

Timely clarification and summaries are yet another means of demonstrating to victims and witnesses that the police officer is actively listening. Moreover, timely clarifications and summaries help to "tie up random emotions" for the person in crisis. Officers should clarify and summarize what they have been hearing from a victim/witness after the victim/witness has finished a segment of a story. Officers should not interrupt repeatedly to clarify; however,

they should verify the summary by ending with: "Is that the heart of it?" Or, "Do I have it right?"

C. Diversionary Reality Questions

Diversionary reality questions are another potent means of defusing crisis situations. Such questions force people to deal with reality in a situation where the crisis which they are undergoing may tend to remove them from reality. If it appears to a police officer that a person in crisis cannot concentrate, or does not want to ventilate (through active listening, interaction), the person should be asked simple, realistic, and non-threatening questions. These will often help the victims snap out of their emoting and deal with reality.

Example: The officer might ask: "How many people live here with you?" "Where are the children?" "How many children do you have?"

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

It is important to remember that throughout any victim encounter, and especially those that take place in a crisis situation, victims have lost some sense of their control over their environment. Any and all possibilities for providing simple choices to them should be pursued by a police officer. This technique is a major tool in psychological first aid, for it provides the victim with some immediate evidence of and possibilities for, regaining control over his/her environment.

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

E. Provide Options & Explain Procedures That Will Follow

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

Explaining options to victims is equally important to both officer and victim. For example, in cases of domestic violence, the officer could explain the details of the option of citizen arrest to the victim.

Nonverbal

1. Eye Contact

The most important nonverbal crisis diversion technique is eye contact.

Police officers should look directly at the person, even if he/she is unable to make eye contact with the officer. Eye contact is important because it allows officers to observe him/her, in case of danger, and to present a "beacon" for the person in crisis. (Exceptions might be made for some who have culturally been taught to avoid constant and direct eye contact). Officers should nonetheless avoid staring, peering, or glaring; the technique here that will be most effective is to simply "be there" in a strong, yet relatively stable, manner.

2. Body Posture

Body posture is extremely important to police officers in attempts to defuse a crisis. The distance that a police officer takes in standing near or sitting near a person who is about to be interviewed will have a significant impact on the situation. Sitting down with the victim can help to downplay the situation and relax the person. If sitting down is inappropriate, a police officer should stand close enough and informally enough to him/her so as to express concern; yet far enough back to avoid being threatening. Touching can be a crucial technique for defusing a crisis situation, or for stimulating an upset. Police officers should facilitate the person's initiation of touching, rather than initiating touching themselves. Where appropriate, officers should put forth a hand or place a hand close to the person (for example, on a table) so as to allow him/her to reach out and touch, if that is appropriate. Officers should avoid overtly reaching out and touching because touching in a crisis situation may very well stimulate an upset. By reaching out and allowing oneself to be touched, officers provide yet another choice to the person in crisis.

3. Encouraging Physical Opposites

Encouraging physical opposites is one of the most potent techniques for defusing a crisis situation. People in crisis tend to display extreme emotional and physical responses. Oftentimes emotions respond to physical cues; therefore, if the person continues in extreme physical symptoms of a crisis, the police officer should encourage him/her to change. If, for example, the person is working him/herself into more hysteria by frenzied activity, then the police officer should encourage him/her to sit down with the officer.

F. Officer should use a calm, assuring and supportive tone of voice.

GUIDELINES FOR VICTIM INTERVIEWS

1. Introduce yourself by full name and title.
2. Explain your role and purpose.
3. Acknowledge the ordeal the victim has been through, and reassure immediate safety.
4. Determine whether the victim has any physical injuries.
5. Provide privacy for the victim during the interview.
6. Explain what you need to do and why before you do it. This includes describing procedures, explaining the reasons for questions that are asked, and informing the victim about how the information you are requesting will be used.
7. Allow the victim to relate what happened in his/her own words. Form an outline of the events as you listen. Follow the outline when you question the victim further to fill in the details, e.g., to establish the elements of the crime and to obtain a description of the offender.
8. Validate the feelings and reactions the victim expresses that are a normal and usual response to victimization. Do not cut off the expression of these reactions.
9. Give the victim choices. Allow him/her to make decisions.
10. Preserve the crime scene and collect evidence.
11. Determine any special needs and immediate concerns of the victim and help with problem-solving. Be particularly alert to issues related to personal safety.
12. Prepare the victim for future reactions and feelings related to the victimization.
13. Mobilize support systems for the victim, such as friends, family, and campus and community services.
14. Give the victim information about follow-up investigation procedures and resources available for additional help or information.
15. Unless the victim is in immediate danger avoid offering crime prevention suggestions at this time as it may result in feelings of victim blame/guilt that they could/should have taken action to prevent event.

FOUR EXAMPLES OF CRIMES AFFECTING THE SELF CONCEPT

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

THE PERSONAL IMPACT OF CRIME AS A CRISIS

Sudden, unpredictable, and arbitrary threats to the self and one's life produce chaotic feelings and disrupted behavior:

- The event appears to the victim to have no logic or rational explanation...
- In the absence of a cause, the search for an explanation leads to the question: "Why me?"
- This search may burden the victim and may lead the victim to provide—often illogically—a cause that can be painful and disabling: "It happened to me because I am an unworthy or incompetent person who deserves to be harmed or punished."
- Fright, puzzlement, contradictory feelings—anger vs. relief that one is alive—will be mixed with shame about being violated by the offender and anxiety about sharing with others the characteristics of the event to self or property.
- Immediately after the crisis-as-crime event individuals are defenseless, are accessible to and influenced by the actions and words of others, and often seek direction and guidance.
- The mixture of these feelings and behavior may last for a brief period or may extend over time and complicate the ability of the crime victim to restore himself or herself to a balanced position. Generally, restoration is as much a function of what others do with and for the victim as much as it is what the victim is able to do for himself and herself.

OFFICE OF CRIMINAL JUSTICE PLANNING
VICTIM/WITNESS ASSISTANCE PROGRAM

ALAMEDA COUNTY

John J. Meehan, Program Director (510) 272-6180
Harold O. Boscovich, Project Coordinator FAX (510) 451-1803
Victim/Witness Assistance Center
Alameda County District Attorney's Office
1401 Lakeside Drive, Suite 802
Oakland, CA 94612

ALPINE COUNTY (Served by AMADOR COUNTY)

AMADOR COUNTY (Also serves ALPINE & CALAVERAS COUNTIES)

Larry Dixon, Project Director Amador (209) 233-6474
Mark McCaffrey, Project Coordinator FAX (209) 223-6304
Victim/Witness Assistance Center
Amador/Alpine/Calaveras Counties Calaveras (209) 754-6643
District Attorney's Office
108 Court Street
Jackson, CA 95642

BUTTE COUNTY (Also Serves COLUSA & GLENN Counties)

Wallace A. Herring, Project Director (916) 538-7340
John Wardell, Project Coordinator FAX (916) 534-8301
Victim/Witness Assistance Center
Butte County Probation Department
2279 Del Oro Avenue, Suite C
Oroville, CA 95965

COLUSA COUNTY (Served by BUTTE County)

CONTRA COSTA COUNTY

Gerald S. Buck, Project Director (510) 313-4170
Blane Johnson, Project Coordinator (800) 684-0600
Victim/Witness Assistance Center FAX (510) 313-4191
Contra Costa County Probation Department
50 Douglas Drive, Suite 202
Martinez, CA 94553-8500

DEL NORTE COUNTY

William Cornell, Project Director
Neal Goodman, Project Coordinator (707) 464-7273
Victim/Witness Assistance Center FAX (707) 465-6609
Del Norte County District Attorney's Office
450 "H" Street, Suite 164
Crescent City, CA 95531

EL DORADO COUNTY

Kenneth E. Carter, Project Director
Barbara Simms, Project Coordinator
Victim/Witness Assistance Center
El Dorado County Probation Department
515 Main Street
Placerville, CA 95667

Placerville (916) 621-6320
S. Lake Tahoe (916) 542-3772
FAX (916) 621-1280

FRESNO COUNTY

Verne L. Speirs, Project Director
Carolyn Golden, Project Coordinator
Victim/Witness Assistance Center
Fresno County Probation Department (Adult)
Fresno County Plaza
2220 Tulare, Suite 1126
Fresno, CA 93721

FAX (209) 488-3425
(209) 488-1900

GLENN COUNTY (Served by BUTTE County)

HUMBOLDT COUNTY

Terry Farmer, Project Director
Kate M. Green, Project Coordinator
Victim/Witness Assistance Center
Humboldt County District Attorney's Office
411 "J" Street
Eureka, CA 95501

FAX (707) 445-7417
(707) 445-7416

IMPERIAL COUNTY

Michael W. Kelly, Project Director
Pamela Littrell, Project Coordinator
Victim/Witness Assistance Center
Humboldt County District Attorney's Office
217 S. Tenth, Building B
El Centro, CA 92243

FAX (619) 339-4357
(619) 352-7876

INYO COUNTY

L.H. "Buck" Gibbons, Project Director
Virginia Bird, Project Coordinator
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Inyo County District Attorney's Office
PO Drawer D
Independence, CA 93526

FAX (619) 878-2411
Ext. 2289
(619) 878-2383

KERN COUNTY

Bill G. Williamson, Project Director
Betty Kyker, Project Coordinator
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Kern County Probation Department
1415 Truxtun Avenue, Fourth Floor Bakersfield, CA 93301

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(805) 328-3568

KINGS COUNTY

John Farley, Project Director
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Kings County Probation Department
Government Center
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Ext 2640

LAKE COUNTY

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LASSEN COUNTY

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Susanville, CA 96130

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LOS ANGELES CITY

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Los Angeles, CA 90012

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LOS ANGELES COUNTY

Gil Garcetti, Project Director
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210 West Temple, #12-311
Los Angeles, CA 90012

FAX (213) 974-7499
(800) 522-8669
(213) 625-8104

MADERA COUNTY

Mary Jame Nabors, Project Director
Raul Cruz, Project Coordinator
Victim/Witness Assistance Center
Madera County Action Committee, Inc.
1200 West Maple Street
Madera, CA 93697

FAX (209) 673-9173
(209) 673-3223

MARIN COUNTY

Jerry R. Herman, Project Director (415) 499-6450
Michele Boyer, Project Coordinator FAX (415) 499-3719
Victim/Witness Assistance Center
Marin County District Attorney's Office
Hall of Justice, Room 183
San Rafael, CA 94903

MARIPOSA COUNTY

George Griffith, Project Director (209) 742-7441
Connie Salvesson, Project Coordinator FAX (209) 966-5681
Victim/Witness Assistance Center
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5078 Bullion Street
Mariposa, CA 95338

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MENDOCINO COUNTY

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MODOC COUNTY (Served by SHASTA County)

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TEHAMA COUNTY (Served by SHASTA County)

TRINITY COUNTY (Served by SHASTA County)

TULARE COUNTY

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ADDITIONAL REFERENCES

POST Video Catalog