

**“Now we can play a more active role in facilitating assistance for the victims.”**

Plainville police department Sergeant,  
Connecticut  
National LAP participant

# Video Study Guide 2 for DVSPs: Stop-and-Go Format

## Key Points of Conversation

**Barriers to victim safety**

**Using intuition and evidence**

**Language of  
lethality assessment:  
Body language & vocabulary**

**A tool for empowerment**

This document is meant to be a video-based discussion aide for trainers of law enforcement agencies and/or domestic violence service programs (DVSPs). It is a **guide**, not a rule, and can be easily adapted to suit the sensitivities or concerns of the training group.

Please note: a scene-by-scene summary/partial transcription is available upon request.

Length of Video: **18:54.**



**Lethality  
Assessment  
Program**

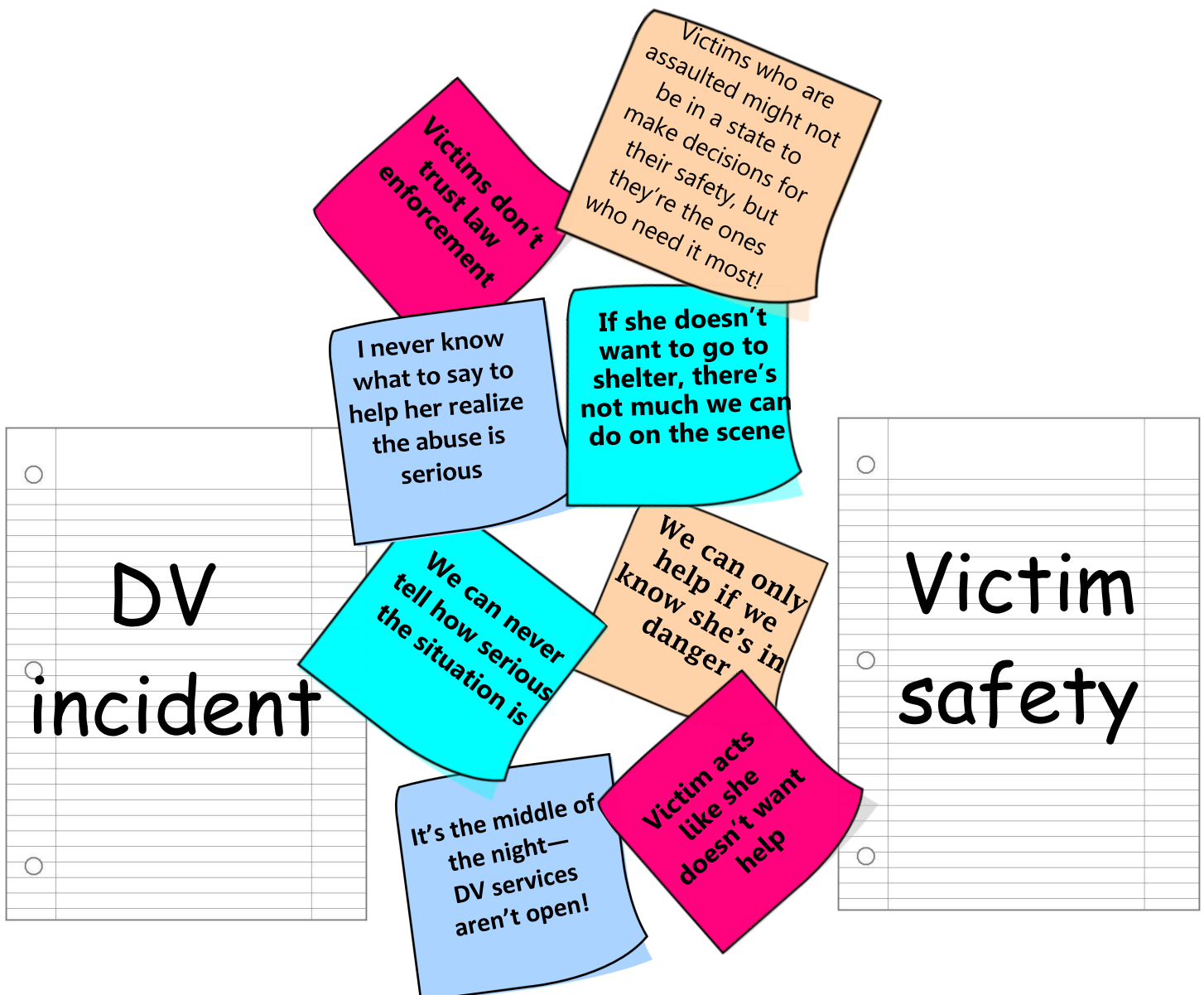
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# BARRIERS TO VICTIM SAFETY: Group activity

**Time required:** 10 minutes.

**Description of activity:** If time permits, before starting the video, have participants break into groups of 4-5 throughout the room. Pass out two pieces of paper to each group, one that reads “DV incident” and another that reads “Victim safety.” Also distribute Sticky notes to each group. Have the groups tape the pieces of paper to a wall, with “DV incident” on the left, and “Victim safety” on the right, and a space between the two papers. Next, have the groups brainstorm barriers to “bridging the gap” between a volatile DV situation and victim safety, and write the barriers on the Sticky notes. Re-group after 5 minutes, have each group share their barriers, and say that these barriers will be re-visited after the video.



# USING INTUITION AND EVIDENCE

0:00-2:00

**Start the video. Stop at 2:00 and pose the following questions for audience discussion:**

## **FOR OFFICERS:**

- Have you ever walked away from a call for service for a DV incident and felt uncomfortable?
- What about those situations makes you uncomfortable?
- What have you done in those situations?

## **FOR ADVOCATES:**

- What types of tools do you think would be useful for the officers responding to this DV incident?

*Affirm officers' ability to intuitively assess a victim's situation and respond as they see fit to ensure her/his safety. Many officers have been doing this work for years, so they will be bringing a range of experiences and knowledge to this training.*

2:00-4:55

**Resume the video. Stop again at 4:55, and ask the following.**

- Why might we be more inclined to trust tools that are "evidence-based" as opposed to those that are not?
- Why, for example, would an evidence-based tool be preferable to or affirming of that sinking feeling in our gut that "something is wrong"?

*Remind participants that the Lethality Screen is a tool for officers and advocates to more accurately assess the victim's danger of severe re-assault or death. It cannot empirically determine that a person who manifests certain predictors will be killed; however, certain critical factors have shown to be predictive of lethal outcomes across the population. Thus, the Lethality Screen **is a tool for PREDICTING the likelihood of severe assault or death, and PREVENTING its occurrence** by giving officers an evidence-based way to corroborate their instincts and an accompanying protocol to increase victim safety.*

# LANGUAGE OF LETHALITY ASSESSMENT: BODY LANGUAGE

4:55-6:50

**Before re-starting the video at 4:55, tell the group to be sure to observe the way the officer communicates with the victim. After the scenario is shown, stop the video at 6:50 and ask the group:**

## **FOR BOTH OFFICERS AND ADVOCATES:**

- What did you notice about the way the officer interacts with the victim?

*Some observations (if not mentioned by group):*

- *He reads the questions word-for-word, but knows them well enough that he can look her in the eye when asking.*
- *He does not express any judgment or shock, for example, when the victim says that her abuser has threatened to kill her and her children.*
- *He doesn't rush through the questions, and allows the victim to give more extensive answers than are needed to check the box.*
- *He's sitting on her level—not standing up and looking down on her.*
- *He speaks slowly, which is important for people who have been traumatized.*

## **FOR ADVOCATES:**

- As you will only be speaking with the victim on the phone during the hotline call, what are some ways in which you can communicate, through your voice and words, the same supportive, non-judgmental attitude?

## **GENERAL BODY LANGUAGE GUIDELINES WITH VICTIMS OF VIOLENCE**

- **Conduct the Lethality Screen in a place where victims feel comfortable and secure, away from the abuser (if he/she is on the scene) and preferably not in the presence of children**
- **Place yourself at the victim's level rather than standing over the victim**
- **Think about how you use your body to express concern, by nodding your head; maintaining natural eye contact; keeping an open stance, rather than crossing your arms; speaking in a calm, empathetic tone of voice.**

# LANGUAGE OF LETHALITY ASSESSMENT: VOCABULARY

6:50-8:05

Resume video at 6:50, through 8:05. Then, ask the group to again note *what* the officer is saying to the victim.

**“Your responses tell me that you’re in serious danger.”**

- Officer, after reviewing the victim’s responses on the lethality screen, Scene #8

- How does this sound different than, “You’re in serious danger” or, “I think you’re in serious danger”?

*The officer is reinforcing that he’s not just relying on his “gut instinct” or “professional opinion”; the evidence-based screen is designed to allow the officer to make a clearer determination, and to “open the victim’s eyes” to the severity of her/his situation.*

**“People in your position have been killed.”**

- Why, do you think, the officer uses such strong language?

*Walk participants through “Stages of Change” theory, and remind them that sometimes victims are not ready to define their partner’s behavior as abuse, nor to make preparations to leave. The officer’s explanation of the Lethality Screen’s results provides the victim an alternative perspective on her situation, with the hope that she will eventually be able to seek a life free from abuse. **Both advocates and law enforcement officers should use the same clear, strong language. This communicates to the victim that they are working AS A TEAM, and that she has a multi-disciplinary support system should she want to seek help.***

8:05-8:16

Resume at 8:05, and stop again at 8:16.

**“I would like to contact a DV counselor.”**

- What’s the difference between this and, “You need to talk to someone,” or “I have to call someone for you”?

*The officer is communicating that he is “on her side,” that he is an advocate for her safety. When victims feel supported, they might be more likely to seek help. Officers should avoid saying, “This is something we’re required to do,” as it communicates that they are calling the hotline out of obligation, rather than genuine concern for the victim’s safety.*

# A TOOL FOR EMPOWERMENT

8:16-8:36

**Resume at 8:16, stop at 8:36.**

***“You don’t have to talk to them,  
but I would like for you to think about it while I’m on the phone.”***

***- Officer, before making the phone call to the DV hotline, Scene #8***

- The narrator said in his introduction that the hotline call is a “proactive way of dealing with serious cases.” What about the officer's persistence in this scene was “proactive”?
- Why might this be beneficial to getting a victim to speak to a trained hotline advocate?

*Explain that it is the phone call that makes the Lethality Assessment Program a substantive, proactive approach. Dr. Campbell's research shows that very few victims who were killed by their intimate partners availed themselves of services in the year prior to their death. The entire purpose of the Lethality Screen and accompanying hotline call is to try to identify High Danger victims, and to increase their safety by connecting them to services. Making contact with the hotline is the most critical step in getting that victim in to services and preventing death.*

8:36-12:25

**Resume at 8:36, and stop at 12:25.**

- How might *asking* the victim if she would like to speak to a hotline advocate, and gently encouraging her to do so, be empowering?

*A key element of abuse is control. Abusers control their victims, telling them what they are and aren't allowed to do and think. By involving her in a decision-making process about her own safety, you are allowing her to exercise her own ability to make decisions independent of her abuser. Also, “knowledge is power.” When victims know that help is available, and that there are law enforcement and service providers in their community working together to ensure their safety, they can make more informed decision to leave the relationship, even if they are not ready to leave immediately.*

# LAP Review

12:25-15:20

**Resume 12:25, stop at 15:20.**

- Do you feel that you now have a better understanding of how the LAP works? What questions do you still have?

*Encourage the participants to summarize the steps of the LAP, and ask questions about any confusing or unclear components.*

15:20-end

**Resume at 15:20, and play until the end of the video.**

- Have you or your agency ever encountered a situation like the one David Thomas describes?

*Allow 1-2 participants to share stories of DV homicide or near-homicide.*

## BARRIERS TO VICTIM SAFETY: Revisited

**Recall, out-loud, the barriers each break-out group wrote on the Sticky notes at the beginning of the session.**

- Which barriers have been addressed by the Lethality Assessment Program?
- What barriers remain between volatile DV incidents and victim safety?

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