

Text Analysis as a Tool for Coordinated Community Response: Keeping Safety for Battered Women and their Children at the Center

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Redaction note: all case examples have been redacted; individual and community names have been changed.

Appendix A: Pre-sentence investigation formats

Below are two pre-sentence investigation (PSI) formats. Community A has not changed its recommendation standards on domestic violence cases in years. Community B has made changes to more accurately reflect the role of the abuse in the relationship. Following the chart are redacted report examples using each format.

Community A	Community B
Circumstances of the Present Offense	Prior Record
Defendant's Statement	Plea Negotiations
Victim Impact	Official Version
Family Court History	Defendant's Statement
Criminal History	Marital
Probation/Parole/Pre-Trial History	Financial
Incarceration/Placement	Education
Pending Charges	Occupation/Employment
Source of Support	Military
Resides With/Relationship	Health/Disability
Children	Victim's Version/Restitution
Health/Disability	Comments and Evaluation
Mental Health	Recommendation
Education	
Substance Abuse	Domestic Violence–Related Supplement:
Commentary	Level of violence and/or intimidation of this incident
Recommendation	Past violence/pattern of abuse—physical, sexual, intimidation
	Victim's perception—isolation, victim attempting to separate
	Offender attitude toward violence
	Offender social history
	Arrest/Conviction/OFP record—(violent acts and domestic violence related)

Appendix A: Pre-sentence investigation formats

PSI Format: Community A

Judge	1	Time Between:	
Prosecutor	1	Offense and Arrest	0 Days
Arresting Agency	1	Arrest and Conviction	64 Days
		Conviction and Dispo	51 Days
Sex	Male		
Race	White		
Relationship to Victim	Ex-boyfriend		
Resides/Relationship	Alone	Original Charge:	Menacing 2 nd
Number of Children	0		Criminal Poss.
			Weapon 3 rd
			Grand Larceny 4 th
			↑ These will be dismissed in exchange for a guilty plea.
Health/Disability	No		
Mental Health	Yes	Final Conviction:	Menacing 2 nd
Substance Abuse	Yes		
		Charge Code:	P.L. 129.14 A
			Misdemeanor
Employed	No		
Education	11 (GED)	Plea or Verdict:	Plea
		Plea Bargain:	Unknown
History:			
Family Court	Yes		
Criminal Court	Yes	Case Number:	98-2358
Probation and Parole	Yes		
Incarceration/Placement	Yes	Victim Impact Sent:	Yes
Pending Charges	No	Victim Impact Received:	No
Professional Licenses	No		

Circumstances of the present offense

On [date] in the early morning hours, victim reiterated that the defendant returned to their apartment on [name of avenue] and threatened her with a knife, demanding to know the identity of her new boyfriend. He had been drinking and later reportedly threatened to kill her while she was asleep, according to the victim, who stated that they struggled when she attempted to phone the police in her bedroom. Apparently, he then fled her residents, and she left a note for him to move out of their apartment. Later that day, while at work, the victim received a phone call from her babysitter, who reported defender returned and had stolen contents from her purse, which included a checkbook and credit card. The defendant was found on [name of state] B53 and admitted to taking the victim's property, which was unable to be recovered by the police.

Appendix A: Pre-sentence investigation formats

Defendant's Statement

The defendant, who presented as nervous and agitated, admitted that he stated to the victim that he would kill her, but denied threatening her with a knife or any other weapon. He also admitted to taking her bank book and ID for "collateral" because she ostensibly owed him \$100. The defendant failed to express any remorse, angrily accusing the victim and the babysitter for "lying" and claiming that she "walks," that is, escapes prosecution for her reported child neglect.

Victim Impact

No response has yet been received from victim.

Family Court History

According to prior reports, the defendant was petitioned into Family Court on four occasions in 1991 concerning theft-related delinquencies. He was initially placed on probation but was violated due to committing further delinquencies. He was then placed with DFY, where he also reportedly performed poorly.

Criminal History

The defendant has a rather extensive legal history, illustrating at least 15 arrests, not including Bench Warrant and Ordinance Citations, as well as new charges on [date]. His history indicates a variety of offenses, but center on assault, criminal mischief and assault-related crimes. Most of his offenses appear to be impulsiveness and alcohol related.

Probation/Parole/Pre-Trial History

Defendant has been on probation as both a juvenile and adult, with each instance resulting in revocation and either placement or incarcerations. As an adult, he failed to report, pay restitution, attend alcohol counseling, continued to imbibe, and was involved in further criminal activity.

Incarceration/Placement

(None listed)

Pending Charges

(None listed)

Source of Support

The defendant is unemployed and receiving public assistance of \$340 monthly. He was working at the [place of employment] as a dishwasher for two months, until June, when he went to work at his parents recently purchased motel in town. However, the business has since failed, according to the defendant.

Resides with/Relationship

The defendant recently moved into his own apartment on [street], after he had been staying at his grandmother's home on [street]. He claims that he has ended his relationship with the victim. Previous reports indicate that the defendant emanated from a poor home environment, with his mother having been married three times, and his father and stepfather both reportedly being heavy drinkers.

Children

(No section)

Appendix A: Pre-sentence investigation formats

Health/Disability

The defendant said he has ulcers, which doctors have informed him is the direct result of heavy drinking.

Mental Health

The defendant denies any mental health history, although the previous PSR [pre-sentence report] indicated that he was classified as emotionally disturbed by both the city school district and a clinical psychologist who evaluated him prior to his placement with DFY [foster care]. State officials found that efforts to engage him into psychotherapy were futile due his reported lack of insight and withdrawn, non-verbal tendencies.

Education

(No section)

Substance Abuse

The defendant disclosed that he imbibes heavily, consuming a six-pack to twelve-pack of beer per sitting, approximately every other day. He last drank a few days prior to his interview. He smokes marijuana about twice weekly. The defendant stated that he walked out of detox after the second day this past June. He left to purchase cigarettes, but when he returned, he was refused re-admittance. He was screened by [Hospital] at our office last week and referred to further assessment on August 10. However, the defendant failed to keep this appointment (probably due to his re-arrest). The Irving officials related that the defendant probably required inpatient treatment based upon his reported alcohol use.

Commentary

The defendant displays immaturity and poor impulse control and fails to accept responsibility for his actions. He was informed that in order to receive a chance for favorable recommendation, he needed to comply with treatment at [center] and [Hospital] and secure employment. However, he missed his appointment at Irving and has been re-arrested. These factors, coupled with his history, indicate that he would be poor risk for community supervision.

Recommendation

Incarceration (local)

Appendix A: Pre-sentence investigation formats

No Drivers License 04/19/97 Durham, SD Guilty \$150 fine or 10 days
county jail or community
service work plus fees

PLEA NEGOTIATIONS

Pursuant to the defendant's plea to Count II—Gross Misdemeanor Domestic Assault—date of offense 11/23/97, the State agrees to dismiss Count I—Gross Misdemeanor Domestic Assault—date of offense 12/07/97. The state further agrees to cap any jail sentence to time served at sentencing.

OFFICIAL VERSION

See attached complaint. (Attachment A)

DEFENDANT'S STATEMENT

"I want to take care of my sons the best I can. The victim drinks regularly and comes to my home drunk. On November 23 she wasn't drunk initially. Jeannie started drinking with numerous other people at my house. At some point I demanded that everyone leave. No one was leaving so I started telling people to leave. I had drunk three beers, wasn't intoxicated. Jeannie physically attacked me so I grabbed her leg and pushed her backward. I may have grabbed her hair attempting to remove her from the house."

MARITAL

The defendant is not married.

DEPENDENTS

Karen Washina	Nova, IA	21
Lisa Washina	Galen, IA	20
Paul Piloka	Loyola, IA	18
Amy Driver	Salem, IA	15
Evan Abedaban	Nova, IA	15
Lawrence Abedaban	Durham, SD	3
Devon Abedaban	Durham, SD	2

FINANCIAL

DEBTS: \$2,000 as a result of being the executor of his father's estate.

ASSETS: None

INCOME: \$8,000—to \$10,000 gross income per year

Appendix A: Pre-sentence investigation formats

EDUCATION

SCHOOL ATTENDED: Community School District, Salem, IA
GRADE COMPLETED: Twelfth grade
SUBSEQUENT EDUCATION: 2 semesters at the University of Iowa, Galen; Technical electronics Program, Corinth, IA

OCCUPATION/EMPLOYMENT

EMPLOYMENT	DATES	OCCUPATION
Great Hills Construction, Durham, SD	1998/1999	Roofer
Big City Rentals	1997/1998	Construction

The defendant has worked in construction for the past 21 years.

MILITARY

The defendant has not served in the armed forces.

HEALTH/DISABILITIES

PHYSICAL CONDITION: The defendant is in general good health.
MEDICAL INSURANCE: Medical Assistance
CHEMICAL USAGE: The defendant admits to minimal use of alcohol and to the use of marijuana in the past, but not in recent history.
GAMBLING: None
PSYCHOLOGICAL: The defendant completed [domestic abuse program] in Feb, 1997.
TREATMENT: None

VICTIM'S VERSION/RESTITUTION

A victim notification letter and Affidavit for Restitution were not sent to the victim due to the expedited nature of the Pre-Sentence Investigation. The Women's Program has not had recent contact with the victim.

COMMENTS AND EVALUATION

Appendix A: Pre-sentence investigation formats

Hal Abedaban is a forty year old [race] male who is before the District court for sentencing on a charge of Gross Misdemeanor Domestic Assault.

The facts contained in the complaint indicated that on November 23, 1997, the Durham Police responded to 777 Willow Drive, Durham, SD. The officer met with Jeannie Hale and she reported that she and the defendant had been drinking alcohol at his apartment. He became angry with her and forced her out of the apartment. He punched her in the face several times, causing her nose to bleed and an abrasion to her upper lip. The defendant has a previous conviction for assaulting the same victim dated December 29, 1995.

The defendant has a significant prior court involvement including an Assault conviction in 1988, a Battery charge in 1993 and the Assault in 1996. The defendant has experienced short term incarceration, probation, community service work, fines and domestic abuse programming as a result of his past court involvement.

The defendant has been a Durham, SD and Iowa resident. He has recently been residing with his two minor sons ages 2 and 3 years. He has five other children ages 15 through 21 who reside in Iowa. The victim and the defendant have not been residing together in recent history. They have two children in common. The children are currently residing with the victim's sister.

The defendant reports limited recent income. He was receiving [assistance] prior to incarceration. He is a construction worker.

He reports no health issues at present. He denies any significant abuse of chemicals. The defendant underwent a Rule 25 evaluation in 1996 relative to his court involvement. No intervention was recommended at that time. The defendant completed the [domestic abuse program] in April of 1997 and was discharged from probation in February 1998. The defendant reports no other counseling or mental health contacts.

The defendant and the victim have a long standing pattern of violence interspersed with the use of chemicals. The victim has obtained an order for protection, however, she continues to have contact with the defendant. The defendant has stated a desire to obtain an order for protection restraining her from coming to his apartment. However, it is likely the victim and the defendant will continue to have periodic contact and resultant altercations. The defendant seems incapable of extracting himself from the victim at this point even though supervised visitation has been provided by social services for the victim. John Doe is the social worker with the family. A family court hearing is anticipated regarding the custody issues of their children.

RECOMMENDATION

It is recommended that the defendant, Hal Abedaban, be sentenced to one (1) year at the Northeast Regional Corrections Center, however it is recommended that the execution of this sentence be stayed for two (2) years probation with the following conditions:

- 1) Serve 60 days at the county jail with credit for time served.
- 2) Abstain from the use of alcohol, to include 3.2 beer; and abstain from the use of mood-altering substances unless prescribed by a physician.
- 3) Submit to random urinalysis and/or breathalyzer at request, and be responsible for all associated costs.

Appendix A: Pre-sentence investigation formats

- 4) Abide by the existing order for protection and have no contact directly with Jeannie Hale.
- 5) Pay correctional fees as determined by [corrections institution].

Appendix A: Pre-sentence investigation formats

DOMESTIC RELATED OFFENSE INFORMATION AND REFERRAL SHEET

Misdemeanor PSI Gross Misdemeanor PSI Felony PSI

Name: _____

SOURCES OF INFORMATION (Check all that you were able to use)

- Interview with victim or advocate Interview with defendant
- Collateral Information
- Police report Watch report Past police contact Criminal history
- OFP history DAIP history Advocate report

SEVEN POINTS TO CONSIDER

1. Level of violence and/or intimidation of this incident

- Single blow or minor injury Severe injury/abrasions/multi blows Significant pain
- Multi blows, significant bruising Caused extreme fear Require medical attention
- Bodily impairment Terroristic threats Weapon used Threatened w/ weapon
- Weapon used during incident Fracture _____ _____

Comments: _____

Is there information to suggest that the following occurred? Check all that apply

2. Past violence/pattern of abuse - Physical, Sexual, Intimidation

Information for 2 & 3 can be gathered from Women's Coalition form, police report and/or interview with victim.

- Defendant has seriously injured the victim (needed medical attention).
- Defendant's assaults become more violent, brutal and/or dangerous.
- Defendant choked the victim.
- Defendant has injured or killed a pet.
- Defendant has threatened to kill the victim.
- Abuse has included sexual coercion or attacks.
- Defendant used a weapon against the victim or threatened to use one?
- Defendant is assaulting the victim more frequently.
- Defendant has attempted to intimidate the victim. How? _____

Please describe the most severe violence victim has experienced from this partner? _____

Comments: _____

3. Victim perception - Isolation, Victim attempting to separate

- Victim believes the defendant may seriously injure or kill her.
- Victim appears extremely protective of the defendant (trying to reduce bail, charges, etc.)
- Victim has separated or tried to separate from the defendant in the past twelve months.
- Victim has sought outside help (OFP, police, shelter, counseling) during the past 12 months.
- Victim seems isolated from sources of help (car, phone, family, friends, etc.).

Comments: _____

4. Defendant Attitude

- Defendant lacks remorse about the incident.
- Defendant denies responsibility for behavior.
- Defendant seem preoccupied or obsessed with the victim (following, monitoring whereabouts, very jealous, etc.).
- There is information to suggest that defendant is stalking the victim.
- Defendant blames victim for the violence.

Comments: _____

Appendix A: Pre-sentence investigation formats

5. Defendant Social History (If checked, comment below)

- Defendant drinks excessively/have an alcohol problem.
- Defendant uses street drugs (speed, cocaine, steroids, crack, etc.)
- Defendant has been to alcohol/drug treatment.
- Defendant has had psychiatric treatment in the past.
- Defendant was abused as a child or witness the physical abuse of his mother.
- Defendant seems seriously depressed or has threatened to commit suicide.
- Defendant has had homicidal thoughts.
- Defendant has committed non violent crimes.
- Defendant has been exposed to institutional violence: _____
- Defendant has a history of violence to others (non family members).
- Defendant has experienced any unusual high stress in the past 12 months (loss of job, loss of children, death, financial crisis, etc.)

Comments: _____

6. Conviction/Arrest/OFP Record - (violent acts and domestic related)

3 prior Assault convictions including
an assault on the same victim date
of conviction 1996

7. Impact on children - Safety needs of children during visitation, abuse of children

- Were child/ren present at this incident?
- Were child/ren involved in any way in the incident?
- Have children been abused by defendant?
- Has defendant ever attempted or threatened to abduct children?
- Are children afraid of the defendant?

Comments: _____

Appendix A: Pre-sentence investigation formats

Attachment A

COMPLAINT and Order of Detention Gross Misdemeanor

The Complainant, being duly sworn, makes complaint to the above-named Court and states that there is probable cause to believe that the Defendant committed the following offense(s). The complainant states that the following facts establish PROBABLE CAUSE:

Complainant is a peace officer with the Detective Bureau of the Durham Police Department. Complainant is familiar with persons submitting reports in this matter and believes those persons to be reliable and their reports to be true and correct.

On December 7, 1997 at approximately 11:22 p.m., an officer with the Durham Police Department was dispatched to the lobby of [apartment building] at 123 Oak Street in reference to an assault.

Upon the officer's arrival, the officer met with Jeannie Hale, hereinafter referred to as the Victim. The officer observed the Victim shaking, her hair stuck together as it was partially wet and partially frozen, blood on her face and both hands, and her jacket was hanging from her shoulders as it was also wet.

The Victim told the officers that she had gone over to the residence of Hal Abedaban DOB 7/22/XX, hereinafter referred to as the Defendant, located at 456 Grand Ave, Durham, South Dakota. The two have had a relationship together and have two children in common. The Defendant has custody of the two children and they reside with him. She went over to the apartment to put her children to bed and to visit with them. She was there for about one hour and put the youngest child to sleep. The Defendant and the Victim then got into an argument. The Defendant told her to leave. She then went out into the hallway. The second child then came outside and started playing with 2 x 4-like building blocks that were in the hallway. She started to play with the child in the hallway. The Defendant then came into the hallway, took the child into the apartment, and told her to leave. The Defendant then started calling her names and threw a one gallon jug of water over her. Officers noted that the temperature was 19 degrees below zero and 49 degrees below zero with the wind chill. She struggled to get past him and knocked over a radiator in the hallway. The Defendant then stated, 'Fucking bitch, now you've done it.' The Victim then bent over to pick up the radiator. As she did this, the Defendant struck her in the foot with one of the 2" x 4"s. He then struck her in the right hand and then struck her in the back of the head with the board. She then ran down the stairs. As she got to the bottom of the stairs, she heard the Defendant state, "I hope you freeze, you fucking bitch." She then ran over to the [apartment building] to call 911.

The officers also spoke to the Defendant. The Defendant admitted to throwing the water over the Victim, but stated he did not strike her with a board.

The Victim was transported to the hospital. She received four stitches to the back of her head and she was advised to come back to have her right hand rechecked if it did not get better.

On November 23, 1997, at approximately 8:05 p.m., an officer with the Durham Police Department responded to 777 Willow Street in reference to a domestic assault. The same Victim reported that the Defendant had assaulted her.

She reported that he punched her in the face and kicked her in the head. The officer observed a bloody nose, an abrasion on her upper lip, and a contusion on her head. The Victim told the officer that she had been drinking alcohol with the Defendant at his apartment. He became angry with her and forced her out of the apartment. He then punched her in the face several times, causing her nose to bleed and an abrasion

Appendix A: Pre-sentence investigation formats

to her upper lip. She bent over to pick something up off the floor and he kicked her in the head. The officer went to the Defendant's apartment to speak with him. The Defendant refused to let the officer inside.

The Defendant has a prior conviction for Domestic Assault dated December 29, 1995 against the same Victim.

The above facts constitute the basis for believing the above-named Defendant on December 7, 1997 in the County of St. Louis committed the following described

OFFENSE(S)

COUNT I (December 7, 1997)

Charge: GROSS-MISDEMEANOR DOMESTIC ASSAULT, in violation of Section:

Maximum sentence: One year and/or \$3,000

(description)

The Defendant, Hal Abedaban, did commit an assault against a family or household member, to-wit: Jeannie Hale, during the time period between a previous conviction for assault, sexual assault or terroristic threats against a family or household member and the end of the five years following discharge from sentence for that conviction.

COUNT II (November 23, 1997):

Charge: GROSS MISDEMEANOR DOMESTIC ASSAULT, in violation of Section:

Maximum sentence: One year and/or \$3,000

(description)

The Defendant, Hal Abedaban, did commit an assault against a family or household member, to-wit: Jeannie Hale, during the time period between a previous conviction for assault, sexual assault or terroristic threats against a family or household member and the end of the five years following discharge from sentence for that conviction.

Therefore, Complainant requests that said Defendant, subject to bail or conditions of release, be:

- 1) arrested or that other lawful steps be taken to obtain Defendant's appearance in the court; or
- 2) detained, if already in custody, pending further proceedings, and that Defendant otherwise be dealt with according to law.

Appendix B: Anger and control logs

Anger Log

Incident this week when you were angry.	
What did you do to express that anger?	
How angry did you get? (Scale 1-10)	
What body cues did you have that told you your anger was rising?	
What kind of thoughts did you have that increased your anger?	
What kind of thoughts did you have to try to bring your anger down?	
What did you do to bring your anger down?	

Appendix B: Anger and control logs

CONTROL LOG Men's Education Groups

Name _____

Date _____

1. **ACTIONS:** Briefly describe the situation and the actions you used to control your partner (statements, gestures, tone of voice, physical contact, facial expressions).

2. **INTENTS AND BELIEFS:** What did you want to happen in this situation?

What beliefs do you have that support your actions and intents?

3. **FEELINGS:** What feelings were you having?

4. **MINIMIZATION, DENIAL AND BLAME:** In what ways did you minimize or deny your actions or blame her?

5. **EFFECTS:** What was the impact of your action?

On you _____

On her _____

On others _____

6. **PAST VIOLENCE:** How did your past use of violence affect this situation?

7. **NON-CONTROLLING BEHAVIORS:** What could you have done differently?

Appendix C: Sample text analysis worksheet—911 calls

As you read: <input checked="" type="checkbox"/> What organizing and coordinating methods are at work? <input checked="" type="checkbox"/> Who is vulnerable, and why? <input checked="" type="checkbox"/> What are the risks from 1) batterer, 2) social position, 3) intervention? <input checked="" type="checkbox"/> What are the gaps in safety? <input checked="" type="checkbox"/> How do the 12 Features of Institutions contribute to problems?		Case #
3 rd party caller? <input type="checkbox"/> Yes <input type="checkbox"/> No	Who is calling / on the line? <input type="checkbox"/> Child <input type="checkbox"/> Neighbor <input type="checkbox"/> Victim <input type="checkbox"/> Suspect	
How does the call-taker ask about or establish ...?		
(A) Immediate safety concerns <input type="checkbox"/> A1 Identity and exact location of caller <input type="checkbox"/> A2 Identity and exact location of suspect <input type="checkbox"/> A3 Current level and type of violence <input type="checkbox"/> A4 Caller can speak freely <input type="checkbox"/> A5 Caller in a safe location <input type="checkbox"/> A6 Injuries and severity <input type="checkbox"/> A7 EMT/Ambulance needed <input type="checkbox"/> A8 Active OFP or No-Contact Order		
(B) Weapons <input type="checkbox"/> B1 Type <input type="checkbox"/> B2 Location and suspect's access <input type="checkbox"/> B3 In use this incident <input type="checkbox"/> B4 Used in previous incident/s		
(C) Suspect <input type="checkbox"/> C1 On the premises <input type="checkbox"/> C2 Identity <input type="checkbox"/> C3 Description <input type="checkbox"/> C4 Vehicle		
(D) Others present <input type="checkbox"/> D1 Children o Ages <input type="checkbox"/> D2 Adults <input type="checkbox"/> D3 Witnesses <input type="checkbox"/> D4 Location and status		
(E) Suspect's behavior <input type="checkbox"/> E1 Current threats and/or violence <input type="checkbox"/> E2 Alcohol or drugs contributing to current aggression <input type="checkbox"/> E3 Prior use of weapons <input type="checkbox"/> E4 Prior violence or likelihood of violence toward responders		
(F) Caller's behavior <input type="checkbox"/> F1 Fearful <input type="checkbox"/> F2 Difficulty speaking (e.g., injured, drug or alcohol impaired, first language other than English) <input type="checkbox"/> F3 Other aspects		

Appendix C: Sample text analysis worksheet—911 calls

<p>(G) Operator/call-taker's techniques to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> G1 Establish rapport with caller <input type="checkbox"/> G2 De-escalate fear <input type="checkbox"/> G3 De-escalate violence <input type="checkbox"/> G4 Respond to suspect who gets on the line <input type="checkbox"/> G5 Respond to children <input type="checkbox"/> G6 Give instructions to caller <input type="checkbox"/> G7 Establish existence of protection order or no-contact 	
<p>(H) Call-taker to dispatcher Clear instructions on:</p> <ul style="list-style-type: none"> <input type="checkbox"/> H1 Incident location <input type="checkbox"/> H2 Immediate safety and danger <input type="checkbox"/> H3 Weapons: presence, type, and use <input type="checkbox"/> H4: Who is calling and caller's location <input type="checkbox"/> H5: Records check <input type="checkbox"/> H6: Conditions of protection order/probation/parole 	
<p>(I) Problematic terminology or commentary (e.g., focus on <i>why</i> rather than what happened; subjective remarks)</p>	
<p>How will others who make decisions about victim safety and offender accountability get what they need from this call? (E.g. responding officers, detectives, prosecutors, judges, probation agents?)</p>	
<p>Any questions this call raises about specific practices?</p>	
<p>Other comments and observations:</p>	

Appendix D: Sample text analysis worksheet—patrol reports

As you read:	Case #
<ul style="list-style-type: none"> ✓ What organizing and coordinating methods are at work? ✓ Who is vulnerable, and why? ✓ What are the risks from 1) batterer, 2) social position, 3) intervention? ✓ What are the gaps in safety? ✓ How do the 12 Features of Institutions contribute to problems? 	
How does this report account for . . . ?	
<p>(A) Initial information</p> <ul style="list-style-type: none"> <input type="checkbox"/> A1 Time of arrival / time of incident <input type="checkbox"/> A2 Relevant 911 information <input type="checkbox"/> A3 Immediate statements of either party on officer's arrival 	
<p>(B) For each party interviewed</p> <ul style="list-style-type: none"> <input type="checkbox"/> B1 Relationship to other parties, including witnesses <input type="checkbox"/> B2 Name, DOB, address, home and work phone <input type="checkbox"/> B3 Alternate/3rd party contact information <input type="checkbox"/> B4 His/her account of events <input type="checkbox"/> B5 Responses to officer's questions <input type="checkbox"/> B6 Past history with same/other party <input type="checkbox"/> B7 Officer observations related to party's account of events <input type="checkbox"/> B8 Injuries, including those not visible <ul style="list-style-type: none"> <input type="checkbox"/> Strangulation <input type="checkbox"/> Sexual assault <input type="checkbox"/> B9 Emotional state, demeanor <input type="checkbox"/> B10 Alcohol or drug impairment 	
<p>(C) Children</p> <ul style="list-style-type: none"> <input type="checkbox"/> C1 Present and ages <input type="checkbox"/> C2 Officer saw/spoke with children <input type="checkbox"/> C3 General welfare <input type="checkbox"/> C4 Involvement in incident <input type="checkbox"/> C5 Injuries <input type="checkbox"/> C6 Living at residence but not present 	
<p>(D) Evidence and officer actions</p> <ul style="list-style-type: none"> <input type="checkbox"/> D1 Evidence <ul style="list-style-type: none"> <input type="checkbox"/> Photos <input type="checkbox"/> Statements <input type="checkbox"/> Weapons <input type="checkbox"/> Other <input type="checkbox"/> D2 Medical help offered or used; facility and medical release obtained <input type="checkbox"/> D3 Existence of protection orders, probation, warrants, and prior convictions <input type="checkbox"/> D4 Officer's actions <ul style="list-style-type: none"> <input type="checkbox"/> Arrest / non-arrest <input type="checkbox"/> Attempt to locate <input type="checkbox"/> Call advocate <input type="checkbox"/> Referrals 	

Appendix D: Sample text analysis worksheet—patrol reports

<ul style="list-style-type: none"> ○ Seize firearms ○ Other 	
<p>(E) Self-defense</p> <ul style="list-style-type: none"> <input type="checkbox"/> E1 Appearance of danger <input type="checkbox"/> E2 Danger imminent <input type="checkbox"/> E3 Force reasonable for that person 	
<p>(F) Predominant aggressor considerations</p> <ul style="list-style-type: none"> <input type="checkbox"/> F1 First aggressor <input type="checkbox"/> F2 Relative severity of injuries/fear <input type="checkbox"/> F3 Use of force and intimidation by each party <input type="checkbox"/> F4 Prior domestic abuse by each party; nature of that abuse <input type="checkbox"/> F6 Witness statements/other evidence 	
<p>(G) Establishing risk</p> <ul style="list-style-type: none"> <input type="checkbox"/> G1 Each party’s perception of danger and basis <input type="checkbox"/> G2 Each party’s description of history of violence, with this or other person <input type="checkbox"/> G3 Each party’s description of severity of past violence <input type="checkbox"/> G4 Risk factors noted: <ul style="list-style-type: none"> ○ Separation, divorce, end of relationship ○ Strangulation/”choking” ○ Increase in frequency or severity of violence ○ Threats to kill or belief that will kill ○ Gun in the house ○ Forced sex ○ Beaten/abused while pregnant ○ Control daily activities ○ Other 	
<p>(H) Problematic terminology or commentary (e.g. focus on <i>why</i> rather than <u>what</u> happened, subjective remarks)</p>	
<p>How will others who make decisions about safety and accountability get what they need from this report? (E.g., detectives, prosecutors, judges, probation agents)</p>	
<p>Any questions this report raises about specific practices?</p>	
<p>Other comments and observations</p>	

Appendix E: Sample text analysis worksheet—911 calls [2]

As you read: ✓ What organizing and coordinating methods are at work? ✓ Who is vulnerable, and why? ✓ What are the risks from 1) batterer, 2) social position, 3) intervention? ✓ What are the gaps in safety? ✓ How do the 12 Features of Institutions contribute to problems?			
Case #	3 rd Party Caller? <input type="checkbox"/> Yes <input type="checkbox"/> No	Who is calling / on the line? <input type="checkbox"/> Victim <input type="checkbox"/> Suspect	<input type="checkbox"/> Child <input type="checkbox"/> Neighbor <input type="checkbox"/> Other
From the call, how can we describe / do we know ...	<input type="checkbox"/> Exact location? <input type="checkbox"/> Who is involved? ○ Location ○ Description <input type="checkbox"/> Any weapons involved? ○ Type ○ Location <input type="checkbox"/> What is happening? ○ Immediate threat ○ Physical violence ○ Details <input type="checkbox"/> Can the caller speak freely? Safe to talk? <input type="checkbox"/> Is it safe for the caller to stay on the line? <input type="checkbox"/> Is the caller in a safe location? <input type="checkbox"/> Anyone injured? ○ Severity ○ Ambulance needed <input type="checkbox"/> Alcohol or drugs involved? Effect on aggression? <input type="checkbox"/> Caller's name, address, phone number?		
How does the call address ...	<input type="checkbox"/> Presence or involvement of children? <input type="checkbox"/> Caller's difficulty speaking? <input type="checkbox"/> Establishing rapport with caller? <input type="checkbox"/> Instructions to caller? <input type="checkbox"/> Evidentiary value of the tape?		
How does the call suggest gaps in safety for ...	<input type="checkbox"/> Responding officers? <input type="checkbox"/> Victims of battering? <input type="checkbox"/> Children? <input type="checkbox"/> Others?		
Notes:			

Appendix F: Sample text analysis worksheet—patrol reports [2]

<p>As you read:</p> <ul style="list-style-type: none"> √ What organizing and coordinating methods are at work? √ Who is vulnerable, and why? √ What are the risks from 1) batterer, 2) social position, 3) intervention? √ What are the gaps in safety? √ How do the 12 Features of Institutions contribute to problems? 	Case #
<p>How does the report account for:</p> <p>Notes:</p>	<ul style="list-style-type: none"> <input type="checkbox"/> A1. Severity of injuries to each party? <input type="checkbox"/> A2. Use of force and intimidation by each party? <input type="checkbox"/> A3. Prior domestic abuse by each party? <input type="checkbox"/> A4. Likelihood of each party to cause future injury? <input type="checkbox"/> A5. Fear of each person being injured by the other?
<p>How does the report account for:</p> <p>Notes:</p>	<ul style="list-style-type: none"> <input type="checkbox"/> B1. Presence and experiences of children? <input type="checkbox"/> B2. Existence of restraining order, no contact, prior convictions, and/or conditions of probation related to prior domestic violence? <input type="checkbox"/> B3. Multiple ways to reach victim? <input type="checkbox"/> B4. Witness statements? <input type="checkbox"/> B5. Evidence collected? <input type="checkbox"/> B6. Referrals and links to advocacy?
<p>How does the report suggest or reveal gaps in safety for:</p> <p>Notes:</p>	<ul style="list-style-type: none"> <input type="checkbox"/> C1. Victims of battering? <input type="checkbox"/> C2. Children? <input type="checkbox"/> C3. Others?
<p>How will others who make decisions about safety and accountability get what they need from this report? (E.g., detectives, prosecutors, judges, probation agents)</p>	

Appendix G: Sample text analysis worksheet—victim information packets

<p><i>As you read:</i></p> <ul style="list-style-type: none"> √ What organizing and coordinating methods are at work? √ Who is vulnerable, and why? √ What are the risks from 1) batterer, 2) social position, 3) intervention? √ What are the gaps in safety? √ How do the 12 Features of Institutions contribute to problems? 	
Who compiled this information?	Who distributes it?
How does it reach a victim?	If mailed, what does the envelope say? Is there a return address?
Contents: List each item individually Total number of pages: _____	Why are these particular items included? What is the purpose of each one?
How does this material link a victim with immediate help (i.e., within first 24 hours of a police call)? What kind of help?	
How does this material link a victim with ongoing help? What kind of help?	
Is it clear what each agency or point of contact can do? Can keep confidential?	
How does this material inform me about the DV Team? Jail release procedures & bond? No-contact orders?	
How does this material account for differences in literacy? Cognitive abilities? Language?	
How does this material duplicate or differ from other victim information packets?	
How were survivors of battering involved in the design or review of this material?	

Appendix G: Sample text analysis worksheet—victim information packets

Appendix H: Sample text analysis worksheet—supervised visitation files

<p>As you read:</p> <ul style="list-style-type: none"> √ What organizing and coordinating methods are at work? √ Who is vulnerable, and why? √ What are the risks from 1) batterer, 2) social position, 3) intervention? √ What are the gaps in safety? √ How do the 12 Features of Institutions contribute to problems? 	<p>Case #</p>
<p>Who is the visiting parent? <input type="checkbox"/> Father <input type="checkbox"/> Mother</p>	<p>Age and sex of each child:</p>
<p>A - Who needs protection? Whose safety is at stake?</p>	
<p>B - How does this file account for / describe domestic violence? Battering?</p>	
<p>C - How does this file account for signs of continued abuse and victimization?</p>	
<p>D - Where did the information that was collected go from the center?</p> <ul style="list-style-type: none"> • Who asked for it? • Who received it? • Did it go anywhere? 	
<p>E - How could a batterer use this file to further abuse those in need of protection?</p>	

Organizing Case File Text

To analyze text in a case involving multiple agencies, it is helpful to create a file that uses documents from as many of those agencies as possible. This is a unique case file that practitioners would never see in this format. It provides a more reader-friendly access to large files that cross many agencies, such as child protection or prosecution cases.

The following *Guide to Reading the Child Protection Case File* illustrates the organization of a complex file that was used by a Safety Audit team in its text analysis work. This version of the file was assembled from some of the over five-hundred pages of material gathered at different points by the child welfare agency (CPS). It also includes a case summary, chronology, and documents that were reformatted or rearranged to guide the audit team.

Each audit team member received a tabbed and labeled three-ring binder of case file materials, along with the following list of contents. [Comments on the organization of the binder appear in brackets.]

This example illustrates the kind of advance preparation needed to determine what portions of a large file or files to use and how to re-order the materials for the audit team. For a project coordinator, it means getting very familiar with the kinds of text involved at the points of intervention your project is exploring; selecting case files to present to the team; articulating or “coding” text around initial themes; and, locating, assembling and reorganizing documents into a workable format.

Guide to Reading the Child Protection Case File

The CPS file contains documentation created by CPS as well as information gathered by CPS from other agencies. These documents are key documents selected from the file for analysis—it is NOT the complete CPS file. The tabs in your binder are as follow:

- 1) Case summary (created by Praxis, not by CPS)
- 2) 11 police reports in chronological order (obtained by CPS at different points throughout the case process) [Each report has its own dated tab, e.g. 3/28/00, 4/18/00, etc.]
- 3) Sample request for information from CPS to the Police (the document CPS uses to request police reports)
- 4) A criminal history report (from probation)
- 5) 3 Assessment Summaries: Reports written by CPS workers at key decision-making points in the case
[Organized with a separate dated tab for each summary.]
- 6) Notes for Case 2 and Case 3. These are notes written by the workers as the case progresses. They are in chronological order and appear, in this section, exactly as they did in the file. [Each set of case notes has its own tab.]
- 7) At the beginning of each Case Note section there is a “map” created by Praxis that identifies each of the key steps in system processing. They also demonstrate different kinds of maps, as the Case 2 map is a much simpler version than that created for Case 3.
- 8) Miscellaneous CPS reports and forms from the CPS file [Each item has its own tab.]
- 9) Intake summary: the information received initially by CPS leading to the Case 2 investigation
 - a. Supervised Visit observation notes
 - b. CHIPS order (court order for removal of the children)

Appendix I: Organizing case file text

- c. Placement worker case notes and some forms relating specifically to the foster care process.
- 10) Coded Documents (i.e., documents directly from the case file, but re-arranged by Praxis and not in the same format as they were in the original file. All of the information relating to a particular theme that is present in the *case notes* or *assessment summaries* is included (i.e., there are no omissions).
[While it is in a different format or sequence than in the original CPS case file, all of the information related to a theme (see 9c) is included under this series of tabs.]
- a. Dan's criminal history
 - b. Structured Decision Making (SDM) Tools: compiled results of several assessment tools used by CPS.
 - c. Case noted divided into the following themes:
 - i. Domestic Violence
 - ii. Children 1: Information about / Impact of violence on children
 - iii. Children 2: Children's actual experience of domestic violence
 - iv. Children 3: Indications of direct abuse of children that is distinct from the violence against Robin (i.e., the 'domestic violence')
 - v. Robin: Contacts with Robin
 - vi. Dan 1: Contacts with Dan
 - vii. Dan 2: General information about Dan, including violence and court activity (note: this does not include the police reports which document the violence extensively)
[Police reports are included earlier in the binder; see #2]
 - viii. Dan 3: Information specifically relating to Dan and the Children
 - ix. Parenting 1 (Robin) and 2 (Dan): Parenting issues as CPS identifies them; mostly concerning supervision and discipline
 - x. School SW: Contact between the school social worker and CPS
 - xi. Criminal JS: Interactions between CPS and criminal justice system agencies

Appendix J: Text redaction checklist

Text Redaction Checklist

Every text analysis project involves some level of redaction and there are **circumstances where the text material must always be carefully and thoroughly redacted**. These include: material that the team works with as a group, material that identifies juveniles, and all examples or quotes from the text that will be used in findings, reports, and any other kind of public forum or presentation.

The extent to which you redact the items on this checklist and others that you identify will depend on your project's scope, agreements with the interagency partners, and the ways in which text will be used to report out the project's findings. If in doubt, err on the side of redacting the material.

Include a notice of redaction:

Example: Redacted document; individual names and identifying information have been changed.

Find and replace with changed information that stays consistent throughout the report, case file, or other document:

- Individual names of all parties, including practitioners
- Agency names
- Incident or case numbers
- Dates

Note: Change the exact dates, but make them equivalent to each other so that the amount of time that elapses in a case file is clear to the reader. An easy way to accomplish this is to always move the day forward one, the month backward one, and keep the year the same. For example, 3/16/06 becomes 2/15/06.

- Addresses
- Businesses

Note: Change business names to equivalent ones so that the reader can understand the context of the incident. For example, change Wal-Mart to Costco.

Find and delete or white-out the following information throughout the document, indicating in some way that the information was recorded by the practitioner but deleted. For example, use #### to indicate that a number was recorded. Replace a specific hospital name with Hospital; a school name with School.

- Social Security Numbers
- Dates of birth
- Note: Leave the year intact, but redact the month and day
- Phone and fax numbers, e-mail addresses
- Drivers' license numbers
- Vehicle identification and plate numbers
- Badge numbers, squad numbers, 911 terminals and other employee ID numbers
- Hospital and ambulance names
- Employer and school names
- Form numbers that identify the agency (e.g., MPD2 as Madison Police Department)
- Other

Appendix J: Text redaction checklist

Be alert for other personally identifying information that should be changed

Techniques:

- Scan document using text recognition (OCR) software (available with many scanners) and a word processing program to replace text
For example, Microsoft Office 2000 has a document imaging feature that can be used to scan and redact documents. Depending on the original format, some text can be scanned, converted to a Word document, and text redacted using the find/replace feature. Or, using the pen feature and text box, text can be blocked out and/or changed.
- Create a similar form template and re-enter text
- Apply correction fluid (i.e., Liquid Paper) and write in changes

To help the team's discussions go smoothly:

- Number pages sequentially
- Number individual lines of text, if possible (e.g., in a detective's narrative report or 911 transcript set up in a word processing format)

Appendix K: Case example—911 transcript and patrol report

Call # EX1

[FC is female caller]

911: East Bend police (inaudible)...

FC: Yes, hi, my name is (inaudible), um, I'm having problems with my husband and I've been having problems with him all morning. I want him, I've asked him to leave and he won't leave.

911: Where are you?

FC: I'm in my apartment, um, the apartment is under my name.

911: O.k. what's the address?

FC: 3404 Superior Road unit number four. In East Bend, (state). And that's zip code 123.... 12345.

911: O.k., are you all separated?

FC: No ma'am, ah, the situation is he has a history of abusing stuff.

911: Uh huh...

FC: (inaudible) and the situation is, is that I was filling out some (inaudible) in a situation where he doesn't want me to do anything, I have a 14 year old daughter, aaah, I'm sure she can tell you too, (background yelling) and, I've been trying to use the phone, he's disconnected all the phones like he used to do and, I mean, it's the same thing and I don't want it escalating any farther.

911: I understand, but he doesn't live there.

FC: Yes he does..

911: He does live there...

FC: He does live here.

911: O.k.

FC: Well I should say, when I moved here almost five years ago, um, because of his credit situation and stuff like that, the unit was put into my name – using my income.

911: O.k.

FC: Um, and then they told me that, well, you know, I'll have to be a tenant, um, and that's the situation.

911: O.k.

FC: (inaudible)

911: O.k.

FC: So what had happened was, years ago, ended up doing the same thing, (inaudible) was going through some things, the police came out, we were living somewhere else...

911: Um hmmm...

FC: Um, and they came out, and (inaudible) history of abuse and so forth

Appendix K: Case example—911 transcript and patrol report

911: Can you tell me right now, um, is he just, has he been drinking, is he being argumentative

FC: Yes, argumentative, he doesn't, he doesn't do drugs or drink.

911: O.k.

FC: He just has a mean streak about him, um, and that's the thing that hurts... (inaudible) I mean I told him, we've gone through this 100 times, but he keeps playing. One minute he says o.k. I'll leave, (inaudible) helping him pack up his things, and then he says, "Well, I don't have any money." I mean it's just back and forth. I give him money (inaudible)...

911: And right now have you asked him to just kinda leave for some cooling off time?

FC: Yes, yes, and he won't, he won't.

911: O.k.

FC: What he does is that he goes around and just starts breaking things, or he won't let me have anything, the reason that I'm on this phone is because it's my daughter's phone. The other phone that I normally use – the base is off, and he thinks this one is off I'm pretty sure.

911: O.k. what's your name?

FC: Jane J-A-N-E

911: What's your last name, Jane?

FC: (inaudible) They required him to go to anger management in the past, but to be honest it never really has helped.

911: For him or for you?

FC: No, for him.

911: For him, and he's never gone?

FC: I'm not sure... (inaudible)

911: Is there currently any kind of protective order in place?

FC: Yeah

911: O.k., and what's the phone number you're calling from, Jane?

FC: xxx xxx xxxx

911: uh huh, is there a phone in the house?

FC: Yeah, this is, this is...

911: That's the house phone number?

FC: They're all cordless phones...

911: O.k., that's fine...

FC: They're on different bases.

Appendix K: Case example—911 transcript and patrol report

911: What room is he in now and what room are you in?

FC: I'm in the front room closer to the door where I've been all morning with my daughter,

911: O.k., o.k.

FC: And he's been in the back, but he doesn't stay in the back, if um, for whatever reason, if he feels I'm out here too long or if he thinks I'm doing something, or he doesn't want... I told him, you know..

911: Does, does he work?

FC: No, he does not. He's been on worker comp for 10 years.

911: O.k.

FC: But the reason is, that does not stop him, put it that way.

911: I understand.

FC: But I, I... (inaudible - cut off by 911)

911: Do you think that could be an attributor, attributing factor to what's going on with you and him?

FC: No, because the situation is, is that years ago he was working when it was, when this started.

911: O.k.

FC: Um, and that has nothing to do with it, um, he comes from a broken home. Um, you know, but I, that's still not really an excuse, I mean I tried helping him as much as I can, but I think it's more of a jealousy situation sometimes where, um, my family is real close to me and loving, and his family do not share that type of background.

911: Now, where is um, why is your daughter home, is it time for her to be home?

FC: No

911: Or has she stayed home from school today?

FC: Ah, she stayed home from school today because she was sick.

911: O.k., so she's not feeling well, o.k.

FC: No, and that's one reason why I'm calling because, I, (inaudible) for her to have to go through this...

911: O.k.

FC: And keeps telling me he's going to leave, we've even sat down as far as three weeks ago. Just sat down and he's concerned about the property being divided, I told him, I'll give you half, let's just sit down, let's just sign an agreement of who's going to get what, and then what he does is, in the middle of this, the whole entire thing he ups and leaves. No, I'm not going to go through with it, that's what he says...

911: O.k., I'm going to send someone over, o.k. ma'am?

Appendix K: Case example—911 transcript and patrol report

FC: O.k., alright, and it's unit number three.

911: I, I have it – 3404 Superior Road number 4. OK (inaudible) someone will come and speak to you.

FC: Alright, thank you.

911: Uh-huh, bye-bye.

Appendix K: Case example—911 transcript and patrol report

Call detail form

Print Current Record	Called in Offense DOMESTIC VIOLENCE	Call Code 0490	Officer Classification DOMESTIC VIOLENCE	Call Code 0490
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Narrative

DOMESTIC VIOLENCE 10-17'S HUSBAND IS BEING ARGUMENTATIVE SHE'S ASKED HIM TO LEAVE FOR COOLING OFF TIME BUT HE IS REFUSING SHE'S IN THE FRONT ROOM AND HE IS PRESENTLY IN THE BACK ON WORKER'S COMP FOR 10 YEARS NO DRINKING/NO DRUGS NO WEAPONS 14 YEAR OLD DAUGHTER THERE HOME SICK FROM SCHOOL DOES NOT WANT IT TO ESCALATE

Call Date 2/7/2005	Disp Date 2/7/2005	Officer Assigned	PIN 1432	Disposition REPORT	Disp Code RE
Call Time 1358	Disp Time 1904				

Location 3404 SUPERIOR ROAD				Apt # 4	Location Owner JONES PROPERTY HOLDER
Census Tract 2001.01	RD 011D	Zip Code 22311	Location Type	Shift 1	Unit 232

Call Source Phone	Call Source Code P	Cancelled? N	PIN	Call Taker
Caller JANE KIESEL		Caller Phone#	PIN	Dispatcher
			Priority IMMEDIATE	Priority Code 2

Appendix K: Case example—911 transcript and patrol report

National Standard Incident Incident Report

Report 01/06/2005 13:58

Case # EX1

I N C I D E N T	Case #	Report	Occurred From	Occurred To	Report Type	
	EX1	01/06/2005	01/06/2005 09:00	01/06/2005 11:30	Original	
	Dept. Classification		Case Status	Case Status Date	Cleared	
	ASSAULT AND BATTERY – V		ARREST	01/06/2005		
O F F E N S E	Location Information					
	3404 Superior Road Apt 4 East Bend, STATE					
P E R S O N	User Defined Table 1: Yes		Alcohol Related: No			
	User Defined Table 2: Yes		Drug Related: No			
P E R S O N 1	User Defined Table 3: No		Total Damaged Property Value: \$0.00			
	Location Type: Residence/Home		Total Stolen Property Value: \$0.00			
	Beat Assignment: PATROL DIVISION		Total Recovered Property Value: \$0.00			
O F F E N S E 1	State Classification			Attempted/Committed		
	ASSAULT AND BATTERY			COMMITTED		
P E R S O N 1	Statute/Ordinance		Location Type		Disposition Date	
			Residence/Home		01/06/2005	
	Attack Reason: None (no bias)		Computer Theft: No			
	Weapon 1: None		Criminal Activity 1: None/Not Applicable			
P E R S O N 1	Weapon 2: None		Federal Disposition: Arrest			
	Weapon 3: None		Exceptional Clearance: Not Applicable			
P E R S O N 1	Person Type: VICTIM		Business/Person Name: Jane Kiesel		Business Phone	
	Home Phone		Person Address		Map Reference	
			3404 Superior Road Apt 4, East Bend, STATE			
	Other Phone		Employer Address		Map Reference	
	Race		Sex	SSN	DL Exp. Date	DL Number
	Black		Female			
	Birth Date		Birth Location			
--/--/1966						
Age: 38		Injury Type 1: Apparent Minor Injury				
Ethnic Origin: Non-Hispanic		Residency Type: Resident				
Victim Type: Individual						
P E R S O N 2	Person Type		Business/Person Name		Business Phone	
	SUSPECT/ARRESTEE		Howard Kiesel			
	Home Phone		Person Address		Map Reference	
			Use Address from Incident Location Information			
	Other Phone		Employer Address		Map Reference	
	Race		Sex	SSN	DL Exp. Date	DL Number
	Black		Male			
Birth Date		Birth Location				
--/--/1966		Georgia				
Age: 38		Victim Type: Individual				
Ethnic Origin: Non-Hispanic		Injury Type 1: Apparent Minor Injury				
Min. Height: 5'11"		Residency Type: Resident				
Min. Weight: 262 lbs						
P E R S O N 3	Person Type		Business/Person Name		Business Phone	
	WITNESS					
	Home Phone		Person Address		Map Reference	
			Use Address from Incident Location Information			
Other Phone		Employer Address		Map Reference		
Race		Sex	SSN	DL Exp. Date	DL Number	
Reporting Officer FF			Department EAST END POLIC		Report Status: Approved	
DEPT						
Officer Name				Date/Time		
Verifying Officer S				Department EAST END POLICE DEPT		
				Date/Time 01/07/2005 18:08		

Appendix K: Case example—911 transcript and patrol report

National Standard Incident
Incident Report

Report 01/06/2005 13:58
Case # EX1

Black	Female		
Birth Date --/--/1990	Birth Location		
Age: 14 Ethnic Origin: Non-Hispanic Victim Type: Individual	Injury Type 1: None Residency Type: Resident		

Topic FIELD ORIGINAL NARRATIVE

MRS KIESEL REPORTS THAT SHE WAS ASSAULTED BY HER HUSBAND, THE LISTED SUSPECT.

MRS KIESEL REPORTS THAT SHE AND HER HUSBAND WERE IN THE BEDROOM ARGUING WHEN MRS KIESEL SAW THAT MR KIESEL WASN'T LISTENING TO HER SHE WALKED OUT OF THE ROOM. MRS KIESEL WENT INTO THE LIVING ROOM AND SAT DOWN. SHE WAS SITTING IN A CHAIR WORKING ON HER BILLS WHEN MR KIESEL CAME INTO THE ROOM. MRS KIESEL STATES THAT HE GRABBED HER ARM AND SQUEEZED IT AND ASKED HER WHAT WAS SHE DOING. WHEN SHE THREATENED TO CALL THE POLICE HE LET HER GO.

MRS KIESEL REPORTED THE SECOND ASSAULT OCCURRED IN THE BEDROOM. SHE STATES THE DURING ANOTHER ARGUMENT HER HUSBAND PUSHED HER. WHEN HE PUSHED HER, SHE STARTED TO FALL BACKWARD TOWARD THE COMPUTER. SHE STATES THAT SHE GRABBED OUT FOR SOMETHING TO HOLD ONTO, TO BREAK HER FALL. SHE GRABBED A HOLD OF HIS T-SHIRT AND THEN HIS CELL PHONE THAT WAS ON HIS WAISTBAND. HIS T-SHIRT WAS RIPPED AND THE ANTENNA WAS BROKEN OFF OF HIS CELL PHONE.

MRS KIESEL STATES THAT HER 14 YEAR OLD DAUGHTER WAS A WITNESS TO THIS SECOND ASSAULT. WHEN I SPOKE WITH THE DAUGHTER, ALEXANDRA, SHE CONFIRMED HER MOTHER'S VERSION OF WHAT HAPPENED. SHE SAID THAT SHE SAW HER FATHER PUSH HER MOTHER TO THE GROUND. SHE WENT TO HER MOTHER AND ASKED IF SHE WAS ALRIGHT, AND HELPED HER OFF OF THE FLOOR. WHEN HER MOTHER ASSURED HER THAT SHE WAS ALRIGHT, SHE LEFT THE ROOM.

MRS KIESEL STATES THAT SHE LEFT THE ROOM AFTER HER DAUGHTER LEFT THE ROOM. SHE STATES THAT THE THIRD ASSAULT OCCURRED WHEN SHE LEFT THE BEDROOM. MRS KIESEL STATES THAT WHEN WAS IN THE HALLWAY WALKING AWAY FROM THE BEDROOM, HER HUSBAND FOLLOWED HER AND PUSHED HER IN THE BACK. WHEN HE PUSHED HER SHE STOPPED, TURNED AROUND TO CONFRONT HIM, AT THIS POINT MR KIESEL GRABBED HER AROUND THE WAIST AND SQUEEZED HER WAIST.

THIS LEFT A WRINKLED TYPE BRUISE ON HER SIDE. THE AREA WAS REDDISH COLOR. I ALSO OBSERVED A DARK COLORED BRUISE ON MRS KIESEL LEFT ARM, WHERE MR KIESEL GRABBED HER THE FIRST TIME.

Reporting Officer FF	Department EAST END POLICE	Report Status: Approved
Officer Name		Date/Time
Verifying Officer S	Department EAST END POLICE	Date/Time 01/07/2005 18:08

Appendix K: Case example—911 transcript and patrol report

MR KIESEL STATES THAT HIS WIFE WAS UPSET BECAUSE HE REFUSED TO GO TO THE COMMISSARY WITH HER. HE STATES THAT WHEN HE REFUSED TO GO SHE STARTED HITTING HIM ON HIS HEAD AND SHOULDERS WITH HER FIST. MR KIESEL ALSO STATES THAT MRS KIESEL SCRATCHED HIM. I DID OBSERVE TWO SCRATCHES ON MR KIESEL'S RIGHT CHEEK. I ATTEMPTED TO TAKE A PICTURE OF THE SCRATCHES, BUT THEY DID NOT COME OUT ON THE PICTURES.

AFTER SPEAKING WITH BOTH MR AND MRS KIESEL, AND INTERVIEWING THEIR DAUGHTER I DETERMINED THAT MR KIESEL WAS THE PRIMARY AGGRESSOR. I ARRESTED HIM FOR DOMESTIC ASSAULT AND BATTERY AND TRANSPORTED HIM TO BOOKING.

I TOOK PICTURES OF MR AND MRS KIESEL AND THEIR INJURIES. MR KIESEL IDENTIFIED MRS KIESEL'S PICTURE AS HIS WIFE. THE T-SHIRT WAS TURNED INTO PROPERTY FOR EVIDENCE. THE PICTURES WERE SENT TO THE DOMESTIC VIOLENCE UNIT. MRS KIESEL WAS PUT IN CONTACT WITH REBA FROM DOMESTIC VIOLENCE, AND SHARON FROM CHILD PROTECTIVE SERVICES WAS NOTIFIED.

Reporting Officer FF	Department EAST END POLICE DEPT	Report Status: Approved
Officer Name		Date/Time
Verifying Officer S	Department EAST END POLICE DEPT	Date/Time 01/07/2005 18:08

Appendix K: Case example—911 transcript and patrol report

_____ Box	_____ Envelope
_____ Bag	_____ Tagged Items
_____ Heat Seal Bag	

POLICE DEPARTMENT

PROPERTY INVENTORY

Attached pink or photocopy to APD-7, if any		DENOTES PROPERTY USE ONLY		CASE NUMBER <i>EXI</i>	PROPERTY NUMBER		
TYPE SPECIAL EVIDENCE X EVIDENCE FROM IMPOUNDED AUTO (Check one:)		FOUND SAFEKEEPING (EXPLAIN REMARKS)		COMPLAINANT OR VICTIM (Last, First M) <i>Kiesel, Jane</i>		DATE AND TIME	
LOCATION OF RECOVERY <i>3404 Superior Road Apt 4</i>			OFFENSE <i>Domestic Assault and Battery</i>		RECOVERY OFFICER/ SER. NO. <i>FF</i>		
PROPERTY SEIZED FROM (Last, First M) <i>Kiesel, Howard</i>			ADDRESS <i>3404 Superior Road Apt 4</i>		PHONE		
OWNER'S NAME (Last, First M) <i>Kiesel, Howard</i>			ADDRESS <i>3404 Superior Road Apt 4</i>		PHONE		
OWNER NOTIFIED OWNER NOTIFIED BY: X YES NO <i>FF</i>		DATE AND TIME <i>01/06/05</i>	LETTER SENT TO OWNER BY		DATE		
FINDER'S NAME			ADDRESS	PHONE: H BUS.	I WISH TO CLAIM THE FOUND PROPERTY: YES NO		
SP-187 Completed Not Completed	Copy of APD-39 sent to:	CIS ID	NARCOTICS OTHER	DET./INV. HANDLING CASE		TOTAL CASH <i>none</i>	
ITEM NUMBER	Quantity	DESCRIPTION OF PROPERTY TO INCLUDE SERIAL NUMBERS, MAKE, AND MODEL		CHECK ITEM LEFT IN VEHICLE	HEAT SEAL BAG NUMBER	PROPERTY STORAGE LOCATION	DISPOSITION
1	1	<i>torn man's t-shirt</i>					
Biohazard Attach label		NCIC CHECKED BY:		STOLEN ITEM NUMBERS		TELEX ATTACHED	
TO BE PROCESSED YES NO		TYPE OF ANALYSIS REQUIRED				PROCESS BY ID Lab State Lab Other	
PROPERTY RECEIVED BY / SERIAL #			DATE AND TIME RECEIVED		PROPERTY CLERK STORING PROPERTY		
DISPOSITION OF PROPERTY SEE REVERSE SIDE FOR GENERAL RECEIPT WHEN RELEASING							
(Check only one block) CONDITION OF RELEASE		DISPOSITION OF COURT PROOF OF OWNERSHIP		OTHER (SPECIFY) DISPOSE OF AFTER 60 OR _____ DAYS			
REMARKS							
SUPERVISOR'S SIGNATURE / SERIAL NUMBER / DATE				INDICATES PROPERTY / EVIDENCE VERIFIED AND PROPERLY PACKAGED		PROPERTY SUPERVISOR	
						PAGE _____ OF _____	

Appendix K: Case example—911 transcript and patrol report

OWNER – FINDER’S – INVESTIGATIONS

SUPPLEMENT

Police Department	Original Supplement	Case No. <i>EXI</i>
Original Offense <i>Domestic Assault & Battery</i> <i>1/06/05</i>	Original Complainant's Name	Date this report
Narrative		
DEFENDANT PROFILE (List primary language <u>English</u>)		
Target offender?	Yes No	Cohabiting with victim? <input checked="" type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Defendant on scene?	<input checked="" type="checkbox"/> Yes <input checked="" type="checkbox"/> No	How long? <u>15 years</u>
Arrested?	<input checked="" type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Related to victim? <input checked="" type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Given Miranda warning?	<input checked="" type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Relationship? <u>husband</u>
Interviewed?	<input checked="" type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Children with victim? <input checked="" type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Statement taken (circle one) before or after arrest?	<input checked="" type="checkbox"/> Yes <input checked="" type="checkbox"/> No	List children names <u>Natalie</u>
Protective order/warrant on file?	<input checked="" type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Children present at scene? <input checked="" type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Using alcohol?	<input checked="" type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Children live in household? <input checked="" type="checkbox"/> Yes <input checked="" type="checkbox"/> No
		Visible injuries? <input checked="" type="checkbox"/> Yes <input checked="" type="checkbox"/> No
		Taken to hospital? <input checked="" type="checkbox"/> Yes <input checked="" type="checkbox"/> No
		Using drugs? <input checked="" type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Brief narrative of suspect's statement <u>Mr. Kiesel states that during an argument his wife started hitting him with her fists.</u>		
VICTIM PROFILE (List primary language <u>English</u>)		
Interviewed?	Yes No	Emergency services card given? <input checked="" type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Statement taken (circle one) before or after arrest	<input checked="" type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Emergency Protective Order issued? <input checked="" type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Visible injuries?	<input checked="" type="checkbox"/> Yes <input checked="" type="checkbox"/> No	If EPO denied, list Magistrate _____
Describe injuries <u>Bruise to left arm and left side</u>	<input checked="" type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Advised on procedures for protective orders? <input checked="" type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Taken to hospital?	<input checked="" type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Children with defendant? <input checked="" type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Using alcohol?	<input checked="" type="checkbox"/> Yes <input checked="" type="checkbox"/> No	List children names <u>Natalie</u>
Using drugs?	<input checked="" type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Children present at scene? <input checked="" type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Cohabiting with defendant?	<input checked="" type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Children live in household? <input checked="" type="checkbox"/> Yes <input checked="" type="checkbox"/> No
How long? <u>15 years</u>	<input checked="" type="checkbox"/> Yes <input checked="" type="checkbox"/> No	CPS called? Person contacted <u>Sharon</u>
Victim relocating due to incident?	<input checked="" type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Related to defendant? <input checked="" type="checkbox"/> Yes <input checked="" type="checkbox"/> No
New address _____	<input checked="" type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Relationship <u>wife</u>
New phone _____	<input checked="" type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Physical evidence collected? <input checked="" type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Any weapons at scene?	<input checked="" type="checkbox"/> Yes <input checked="" type="checkbox"/> No	List evidence <u>husband's torn t-shirt</u>
Property # _____	<input checked="" type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Evidence in Property? Property # _____
		Photos taken? <input checked="" type="checkbox"/> Yes <input checked="" type="checkbox"/> No
		By whom? <u>ofc FF</u>
Brief narrative of victim's statement <u>Mrs. Kiesel states that her husband shoved and grabbed her causing several bruises on her body.</u>		
LIST ALL WITNESSES, BOTH ADULTS/MINORS, ON THE FRONT OF APD-7		

Appendix L: Case example—911 transcript

911: County 911, what's the exact location of your incident?

Caller: ADDRESS

911: And the phone number you're calling from?

Caller: PHONE NUMBER

911: And what's the problem, sir?

Caller: Um, my dad just beat up my mom.

911: Your dad just beat up your mom?

Caller: And he threatened to beat me up.

911: Ok, sir. Is he still there now?

Caller: Yeah, he's drunk...

911: He's drunk? OK. How old are you?

Caller: I'm 14. (crying)

911: You're 14?

Caller: Yeah.

911: Ok. Does your dad have any weapons?

Caller: No.

911: No? Ok. But you said he is drunk?

Caller: Yes.

911: Ok. What is your name?

Caller: Brian.

911: Brian? Ok. Does your mom need an ambulance?

Caller: No.

911: No? Ok. We have officers on the way, Brian, but I need to keep you on the line though, Ok? Where's your dad at now?

Caller: Oh no, I'm leaving.

911: Brian, I need you to stay on the phone with me so I can...

Caller: I can't (crying)...

911: Brian, I...

Caller: He might come in here!

911: Brian, I need you to calm down for me, Ok? Ok, I'm going to stay on the line with you so I can tell the officers what's happening there. Is he in the other room or you don't know where he's at?

Appendix L: Case example—911 transcript

Caller: *[inaudible] I hear him.... He might be leaving so...*

911: What kind of a vehicle does he have, Brian?

Caller: *Dodge minivan.*

911: Do you know the license plate number?

Caller: *No.*

911: Ok. What is his name?

Caller: *Bob.*

911: Ok. What's the last name?

Caller: *Wilson.*

911: Ok.

Caller: *Robert Wilson.*

911: Ok. Is there any way you can peek out your window to see if he's leaving in his van at all?

Caller: *I can't see it.*

911: Ok. Can you hear anything in the other room, Brian?

Caller: *Yeah, they're yelling at each other.*

911: They're still yelling at each other?

Caller: *Yeah. Cause I walked in there before I called you and my mom was picking herself off the floor.*

911: Ok. Did he physically knock her down?

Caller: *He... she was lying down on the couch and I heard her screaming "Ow."*

911: Ok. Ok. Like I said, we have officers on the way and I'm gonna keep you on the line Brian, Ok?

Caller: *Ok.*

911: Does he know you were calling the...

Caller: *[high-pitched mechanical whining noise starts and continues... sounds of male voice raging inaudible in the background] I need to get off.*

911: Brian, I need you to stay on the line with me.

Caller: *I need to get off! [more male voice yelling]*

911: I need you to go back into your room, Brian.

Caller: *What?*

911: I need you to go back into your room.

Caller: *I am! Dad's lifted the other phone.*

Appendix L: Case example—911 transcript

911: Ok.

Caller: *[more male voice raging inaudibly, then "... you're a fat fucking whore!"] I'm outside now.*

911: Ok, Brian.

Caller: *[more male voice yelling inaudibly, then "... you fucking cunt!" and a female voice "Oh my god! Oh my god!"] See, now you just heard what he's doing.*

911: What?

Caller: *You just heard what he's doing now.*

911: What's he doing?

Caller: *He's beating her up! [sounds of male voice yelling, female groaning and groaning] Because he was gone all night and passed out in his van. He just got upstairs and started ... [female sobbing] [long pause] [high-pitched mechanical whining noise gets louder] Are you still there?*

911: Brian, what is that noise?

Caller: *I don't know! [long pause]*

911: Brian, where are you outside?

Caller: *I'm right next to my window.*

911: Ok.

Caller: *I'm just making sure that if he comes into my room I ain't gonna be in there.*

911: Ok.

Caller: *.... If he touches me, I'm hitting him with a baseball bat. I'm the only one that's gonna not tolerate.... [whining noise stops abruptly]*

911: Ok, there you go. You're still outside?

Caller: *Yeah.*

911: Ok.

Caller: *If he tries to hurt me, I'm gonna hit him with a baseball bat, and I don't wanna do that.*

911: Now you're outside, correct? And he's still inside with your mom?

Caller: *Yeah, I'm pretty sure.*

911: Ok. Did they hang up the other phone, is that what happened?

Caller: *What? Yeah, I think.*

911: I don't hear them anymore.

Caller: *[no answer, long pause]*

Appendix L: Case example—911 transcript

911: Brian, can you still hear them now?

Caller: *Uh, I did cause I'm right next to their window now.*

911: Ok. I want you to stay out of sight, though, I don't want him to be able to see you, Ok?

Caller: *He can't see me.*

911: Ok.

Caller: *His window is shut, I just heard her... or, his... blinds down, I just heard...*

911: What's your mom's name?

Caller: *Helen.*

911: Same last name?

Caller: *Uh, yeah.*

911: Ok. [long pause]

Caller: *I'm in front now. I'll be able to see the police when they come.*

911: Ok. Do you know if... you said you didn't know if your mom needed an ambulance?

Caller: *Oh, she doesn't. He just hit her and stuff. This has happened before, I just haven't had the guts to call in.*

911: Ok.

Caller: *It took me a couple minutes to call in this time.*

911: Ok.

Caller: *But she told me to so I did.*

911: Ok. How long has this been going on before you called, Brian?

Caller: *A couple minutes.*

911: Ok.

Caller: *Right when it happened she told me to call but I sat in my room and thought about it for a couple minutes and then I went outside again and I'm like, "Dad, get off her" and he goes, "You just leave me alone or I'm gonna beat you, too."*

911: Ok.

Caller: *And so that's why I have the baseball bat right next to where I sit down and play videogames.*

911: Ok. [pause] You still outside, Brian?

Caller: *Yeah.*

911: Ok.

Caller: *You can hear the big trucks go by.*

Appendix L: Case example—911 transcript

911: Yeah.

Caller: *We live on ROAD next to the landfill.*

911: Ok.

Caller: *Caddy corner.*

911: Mm-hmm.

Caller: *And I advise them to go half in the front, half in the back cause he'll probably try to go out the back if he sees cops in the front.*

911: Ok. [long pause] Brian, can you still hear them?

Caller: *Nuh-uh.*

911: No? Ok.

Caller: *I'm looking at the van.*

911: Ok.

Caller: *That way he doesn't take it.*

911: Ok. Can you get me the license plate off of the van?

Caller: *Yeah, 123... It's his dad's van... ABC.*

911: A as in Adam, B as Boy, C as in Capricorn?

Caller: *Yeah.*

911: Ok.

Caller: *It's his dad's van.*

911: It's his dad's van?

Caller: *Yeah, his dad lets him have it...*

911: Ok. [sounds of printer and dispatch in background] You're doing a good job, Brian. I just need you to stay out of the house, Ok?

Caller: *Yeah, I don't want to go back in.*

911: Ok. [pause] Do you know if there's any weapons in the house, Brian?

Caller: *No, there ain't. There's stuff like kitchen knives and stuff.*

911: Right.

Caller: *He ain't gonna grab those.*

911: Ok.

Caller: *They're next to my room and he ain't gonna run all the way over there.*

911: Ok. Didn't know if maybe he was a hunter or anything and had any guns in the house.

Appendix L: Case example—911 transcript

Caller: *He got rid of his guns.*

911: Ok.

Caller: *I'm a hunter but I don't have any guns. I use my uncle's.*

911: Ok.

Caller: *My uncle hunts with me.*

911: Ok. [long pause] Can you still hear him in the house?

Caller: *Nuh-uh. Hang on, I'm gonna get closer to the window.*

911: Ok.

Caller: *There's no noise.*

911: Ok.

Caller: *Except I think I hear her.*

911: Ok.

Caller: *I think she's crying.*

911: [long pause, sounds of dispatch in background] Are you still near the house, Brian?

Caller: *What? Yeah.*

911: Ok. And you don't hear anything?

Caller: *No. I know he's still in there, though.*

911: Ok. [long pause] Brian, can they pull right up to your house or do they need to park down on the roadway?

Caller: *They can pull up if they want to. It's a big, big driveway. [pause] Are they close?*

911: Yes.

Caller: *Uh-huh.*

911: About how tall is your dad, Brian?

Caller: *Oh... I'd say about six foot something. He ain't that tall.*

911: Ok, and how much does he weigh?

Caller: *About two-, 210.*

911: Ok.

Caller: *Ok, he's here. So should I get off the phone?*

911: Yeah, I'll go ahead and let you go, Brian.

Caller: *Alright, bye.*

Appendix M: Sample text analysis project report

The following excerpt is from *La Crosse County Domestic Violence Safety and Accountability Audit: Findings and Recommendations*, October 2005, Domestic Violence Intervention Project. The complete report is posted on www.praxisinternational.org at Safety Audits.

Gap #1: Many victims of battering receive multiple contacts and packets of information from multiple interveners, without a clear understanding of interveners' various roles or the accuracy of the information.

How is it a problem? For which victims of battering?

Multiple interveners can provide support that best fits the circumstances of the widest number of victims of battering, particularly those who do not want to use the criminal legal system, or those who seek help that accounts for distinct aspects of their culture or community. At the same time, when a battered woman receives three, four, or five contacts from different agencies, or several information packets from several sources, arriving when she is hurt, frightened, or preoccupied with everything going on in her life, it may not be useful to her. As one focus group participant described it, *I had at least three agencies and thirteen calls in a week; it was overwhelming*. Where the information is inaccurate, such as a wrong phone number or out-dated procedure, it complicates her efforts to build safety.

What contributes to the gap?

In our focus groups with battered women, we learned that as many as seven agencies could be involved in talking with her or contacting her as a result of a 911 call (see Figure 1). Within three to ten days following patrol response, a victim might receive as many as three or more packets of information related to the case and community services.

Practitioners within these agencies described the information they handed out or mailed and their telephone or other contacts with victims. We analyzed these materials, trying to read and see the information as if we were a victim of battering receiving it.

We found:

- Wrong numbers
- Phone numbers where victims would most likely reach an answering machine and not a person
- Materials accessible only to those who speak English
- Multiple copies of material, such as the Power and Control Wheel
- Material such as the Power and Control Wheel presented without context or explanation
- Material that presents battering as a problem of feeling angry
- Similar letters or information repeated in the same packet
- Confusion about which agency was sending the packet
- Confusion about what each agency or point of contact could do to help build safety for victims
- Little information about confidentiality (with the exception of material from New Horizons)
- No information about links to on-line resources and how to use them safely

Gap #1: Many victims of battering receive multiple contacts and packets of information from multiple interveners, without a clear understanding of interveners' various roles or the accuracy of the information.

We did not find any regular process of review that would ensure that victim information is coordinated across intervening agencies and kept up to date.

Patrol officers, Crime victims project staff, New Horizons advocates, DART, DVIP, and hospital social workers all have distribution of victim information within their job functions. Each has a specific format, content, and delivery (in person, by phone, and/or mail). They are not well linked, however, in coordinating their efforts to provide the most useful and accurate information to victims of battering. They do not actively involve victims and survivors in the design and review of these materials.

How do we close the gap?

1. Coordinate material across intervening systems to provide the most useful and accurate information to victims of battering.
2. Redesign administrative practices related to organization and distribution of victim information materials.
3. Produce new or revamped victim information materials. Involve victims of battering from diverse communities in the design of these materials.
4. Account for immediate and ongoing needs for help, confidentiality, agency roles and services, language and literacy, and minimal duplication.

Requires changes in:

- Administrative practices
- Linkages

Who should be involved?

- ✓ Victims and survivors of battering
- ✓ DVIP
- ✓ DART
- ✓ New Horizons
- ✓ Hospitals
- ✓ 911

Appendix M: Sample text analysis project report

Gap #4: Understanding and methods of determining “primary physical aggressor” vary among law enforcement officers in La Crosse County.

How is it a problem? For which victims of battering?

Many victims of battering use force at some point to defend themselves or in reaction to the threats and abuse they experience. Misapplication of the concept of primary physical aggressor, however, can lead to the arrest of the *least* dangerous person, with significant consequences for ongoing safety and well-being. These include: restricting access to safety resources; reinforcing batterer power and coercion; increasing the risk of ongoing violence and intimidation; increasing the possibility of a victim losing her children in a child protective services or custody action; reducing future reporting, outreach, and intervention; increasing the possibility of eviction, particularly for victims living in income-based housing; further isolating victims of different cultural and language traditions; and, magnifying the vulnerability of those who are alcoholic, addicted, or already under criminal legal system sanctions.

What contributes to the gap?

Focus group participants reported being arrested under circumstances that suggest that responding officers do not always establish the context of the violence or primary physical aggressor in making their arrest decisions. Officers sometimes “discount our fear, such as when I say ‘I’m afraid he’s going to kill me.’” Another participant reported being arrested in spite of her children telling officers that it was their father who was the violent one.

The kind of dilemma that a battered woman who has been arrested faces is illustrated by this exchange, observed by an audit team member during an initial court appearance post-arrest: *a woman with noticeable injuries pointed out that her husband did not have any noticeable injuries; no one took pictures of her injuries, which became visible over the weekend; he had a history of beating her, yet she had the no-contact order issued against her, had nowhere to go, no one was there for her, and no one made any referrals.*

Interviews with officers and advocates and review of incident reports suggest that interpretation of primary physical aggressor varies and sometimes leads to the arrest of victims who are experiencing ongoing battering. It appears that some officers understand “primary” as the person who called 911 first or who hit, pushed, or shoved first, not the person who poses the greatest threat. The language of the mandatory arrest law contributes to this, with its emphasis on primary physical aggressor. In evaluating conflicting information about a domestic abuse call, it leads officers to focus on ‘who hit first’ rather than who poses the most danger to the other. It also makes no reference to self-defense considerations. It leads to reactive violence being treated in the same fashion as coercive violence.

Interviews with officers also suggest other concepts and factors that influence some primary aggressor decisions: “provocation,” i.e., who started the argument that preceded the violence, or said or did the most hurtful thing; and, alcohol use and intoxication.

Under 968.075(3)(a)1b, the mandatory arrest law lists three factors that officers should consider

Appendix M: Sample text analysis project report

Gap #4: Understanding and methods of determining “primary physical aggressor” vary among law enforcement officers in La Crosse County.

in determining who is the primary physical aggressor: 1) the intent of the law to protect victims of domestic violence, 2) the relative degree of injury or fear inflicted, and 3) any history of domestic abuse. Review of patrol reports showed that officers do not consistently apply these factors in making arrest decisions.

Officers either did not document or did not consistently ask follow up questions that would lead to a more thorough investigation of self-defense considerations and the context of ongoing violence, fear, and intimidation. For example, what does it mean that she *did not want to get her boyfriend in trouble* or *she drove home and locked all of the doors* or *broke up on bad terms*? What does *hit* or *push* mean? In response to what action?

Our case review found references to wounds that may have been inflicted by an arrested woman on her male partner as she attempted to keep him away or break his hold: *small scratches on his face . . . several scratches on his neck . . . numerous scratches to the back of his neck . . . the inner earlobe of [his] ear had been burned . . . a very deep scratch and also numerous superficial scratches [on the back of his neck]*. In these cases, the women arrested reported that their partners: *pushed her and then held her down . . . was pushing her, put her in a headlock and knocked her head against the wall . . . she wanted to get out, at which time [he] asked her where she was going and accelerated the car down the driveway*. There was no visible attention in the reports to relative size and strength differences that may have helped evaluate the parties' actions.

Our review of patrol reports showed that officers were sporadic in considering past history of domestic abuse. Information that was included seemed to be largely volunteered by one of the parties involved rather than developed via the officer's inquiry. This was evident across the cases and in those involving a female arrest. Of the twenty reports analyzed in the most detail, ten contained no information about prior domestic abuse, including five that resulted in a female arrest. Going to records kept by the Crime Victims Project, however, we saw that all but one of these ten involved prior La Crosse County domestic abuse calls (resulting in both arrest and non-arrest). The history of abuse seemed to be there – some with four, five, or six incidents and multiple arrests – but was not referenced in the reports.

Policies guiding officer actions in domestic abuse calls largely reflect the language of the mandatory arrest law. They do not provide direction on establishing who poses the most significant ongoing threat. Reading the reports where women had been arrested left us curious about whether some arrests would have been made had the officers been guided by policy and training to ask questions in ways that would establish:

- a. Do you think he or she will seriously injure or kill you or your children? What makes you think so? What makes you think not?

Appendix M: Sample text analysis project report

Gap #4: Understanding and methods of determining “primary physical aggressor” vary among law enforcement officers in La Crosse County.

- b. How frequently and seriously does he or she intimidate, threaten, or assault you?
- c. Describe the most frightening event/worst incidence of violence involving him/her.¹

Training on domestic violence issues and investigations across La Crosse law enforcement agencies has been sporadic. There is no regular, required refresher training. Officers do not have many opportunities to examine enforcement of the mandatory arrest law or the context of battering and domestic abuse crimes, or address problematic practices via training. We saw how officers can make use of such opportunities in the extent to which strangulation behavior was noted in reports. This has been the most recent training topic for some agencies, although it is not mandatory and not every officer in the county has received it. Many officers noted victims’ descriptions of strangulation behaviors in their reports, although they did not always follow up with a more thorough investigation.

How do we close the gap?

1. Strengthen understanding of the context of battering and the consequences of arresting and prosecuting victims of battering. This might begin, for example, with presentations by and discussions with those who have been addressing these issues in research and community work around the country. It would involve examining and discussing concepts and theories about domestic violence, women’s use of illegal force in response to battering, and the mission, purpose, and function of intervention.
2. Review and revise departmental policies to strengthen investigation and report writing that better accounts for the context of battering, including: severity of injuries and fear, use of force and intimidation, prior domestic abuse, likelihood of future injury, and each person’s fear of being injured by the other.
3. Explore the design and implementation of a uniform county-wide domestic violence policy for law enforcement response that incorporates the features listed above.
4. Design and implement scenario-based county-wide training to patrol officers and supervisors, beginning with comprehensive updates on domestic violence issues and response and carrying through to new policies and procedures.
5. Contribute to current statewide legislative efforts to address problematic features of the mandatory arrest law, such as the concept of primary physical aggressor and lack of consideration of self-defense.²

¹ These questions come from the St. Louise County (MN) Sheriff’s Office. They are included on a pocket card and discussed in more detail, along with interview strategies, in the Domestic Violence Handbook and Training Guide for Patrol Deputies.

Appendix M: Sample text analysis project report

Gap #4: Understanding and methods of determining “primary physical aggressor” vary among law enforcement officers in La Crosse County.

Requires changes in:

- Rules and regulations
- Administrative practices
- Concepts and theories
- Mission, purpose, and function
- Accountability
- Education and training

Who should be involved?

- ✓ Victims and survivors of battering who have been arrested
- ✓ Community-based advocates
- ✓ Patrol officers responding to domestic calls
- ✓ Shift commanders or other supervisors approving arrests
- ✓ Administrators and others responsible for policy oversight
- ✓ District Attorney
- ✓ Coordinated Community Response Task Force
- ✓ Practitioners, researchers, and advocates engaged in the national dialogue on the impact of mandatory arrest laws and the concept of predominant aggressor

² Assembly Bill 436 has been introduced in the Wisconsin Legislature to repeal the primary physical aggressor language, replace it with *predominant aggressor*, provide guidance to officers on how to determine the predominant aggressor, and discourage (but not prohibit) the arrest of more than one party.

Appendix N: Debriefing and report writing worksheet

Instructions: Use this worksheet to prepare for our debriefing meeting. We will use this information to help develop and document our text analysis findings, in preparation for our final report.

Use a separate sheet for each gap you have discovered.

1) Statement of a gap or problem discovered via the text:

2) How is it a problem? For whom?

Risk from:

1. Batterer
2. Culture/life circumstances
3. Intervention

Safety:

- In immediate situation
- From retaliation
- From ongoing abuse & violence
- From unintended consequences of intervention

3) What is the evidence?

- √ List the text(s)
- √ Use examples and quotes
- √ Provide page numbers

Appendix N: Debriefing and report writing worksheet

4) What contributes to the gap or problem? How is it produced?

1. Rules & regulations
2. Administrative practices
3. Resources
4. Concepts & theories
5. Linkages
6. Mission, purpose, & function
7. Accountability
8. Education & training
9. Other . . .
10. 12 Features of institutions

5) How might we close the gap/solve the problem? Who should be at the table?

1. Rules & regulations
2. Administrative practices
3. Resources
4. Concepts & theories
5. Linkages
6. Mission, purpose, & function
7. Accountability
8. Education & training
9. Other . . .
10. 12 Features of institutions

Appendix O: Sample database coding

Sample Database Construction and Coding – 911 Calls

[Using Microsoft Access 2003]

<u>Access Field Name</u>	<u>Data Type</u>
1. ID#	Case/call number assigned by 911
2. Incident Date	Date
3. 3 rd Party Caller	Yes/No
4. Caller type	Victim, Suspect, Child, Neighbor, Other
5. Caller ID & location	Yes/No/Unknown
6. Caller description of events	Memo
7. Caller can speak freely	Yes/No/Unknown
8. Caller in safe location	Yes/No/Unknown
9. Injuries	Memo
10. EMT/Ambulance	Yes/No/Unknown
11. Ask about weapons	Yes/No/Unknown
12. Access/Use of weapons	Memo
13. Suspect on premises	Yes/No/Unknown
14. Suspect ID	Yes/No/Unknown
15. Children on premises	Yes/No/Unknown
16. Children's ages	Text
17. Witnesses	Yes/No/Unknown
18. Witnesses location & status	Memo
19. Suspect's threats/violence	Memo
20. Alcohol or drugs & suspect aggression	Memo
21. Prior violence toward responders	Memo
22. Caller fearful	Yes/No/Unknown
23. Caller difficulty speaking	Text
24. Establishes rapport with caller	Memo
25. De-escalates fear	Memo
26. De-escalates violence	Memo
27. Response to suspect on phone	Memo
28. Response to child on phone	Memo
29. Instructions to caller	Memo
30. OFP or NCO	Yes/No/Unknown
31. Notes	Memo

Appendix P: Handout—Key questions to ask in text analysis

Key Questions to Ask in Text Analysis

- 1) ***How is this text used?***
What does this worker do with it?
What actions does she or he take as a result of this text?
- 2) ***How is this text created?***
Who compiles, completes, or fills it out?
What does that worker need to know in order to do so?
What had to happen for it to be completed?
- 3) ***Where does this text sit in the sequence of actions in case processing?***
Who reads it?
Where did it come from?
Who and what precede it? How are they linked?
Where does it go from here? Who and what follows it? How are they linked?
- 4) ***How does this text standardize and set boundaries around workers' actions?***
Imagine yourself in the worker's position; how would this text organize and coordinate your actions? Keep the 8 Investigative Trails in sight:
 - Rules and regulations
 - Administrative practices
 - Resources
 - Concepts and theories
 - Linkages
 - Mission, purpose, and function
 - Accountability
 - Education and training

Imagine this text as an actor in the process; what is it doing: how does it link, direct, screen, prioritize, categorize, define, ask, inform, decide, refer, add, eliminate, deny . . . ?
- 5) ***How does this text account for different social standings and life circumstances?***
How does this text adapt to different people's needs?
How does this text account for language, class, religion, race, nationality, communication, sexuality, residency status, and other aspects of culture?
- 6) ***How might this text produce a problematic outcome for safety or accountability?***
What unintended consequences have been or might be produced by this text?
For which victims of battering might the action directed by this text be harmful?

Introduction

Foundation: Case Processing

When a woman who is beaten in her home dials 911 for help, she activates a complex institutional apparatus. In the next few days as many as a dozen workers, representing six or seven different agencies and as many as five levels of government, will act on her “case.” For her, the call is more straightforward. She wants a large police officer, or several average-sized ones, to stand between her and the man who was hurting her, and to make him understand that if he doesn’t stop *now* something bad will happen to him.

As the call-taker asks her the basic questions—Where is he now? Can you get to safety? Does he have a weapon? Where are the children? Does anybody need an ambulance? Is there a security system in your building?—an observer is able to see the framework that guides the relationship between the caller and the dispatcher.

The dispatcher has a specific function: to get officers to the right place, aware of the immediate danger, as quickly as possible. The dispatcher is trained and organized to find and record the information needed to process the woman’s experience as a “case,” using a computer that assigns it an initial complaint number—the same number the officers will use when they write their reports. Behind the actions of each intervener is a web of institutional processes designed to standardize the way dozens of practitioners will respond to this woman’s experience as a criminal *case*.

The same set of circumstances will likely generate simultaneous cases in the civil protection order court, the child protection system, and the divorce court. The woman whose experience has become a series of cases will not necessarily see these multiple practitioners as distinct entities. Her life is a continuous lived experience, not a collection of separate or isolated cases. Each intervening practitioner, on the other hand, sees her situation through a specific functional lens which provides a narrow framework of concern and intervention.

Consider the experience of a woman named Rachel (a pseudonym), whose voluminous case file was analyzed by an Audit team. It began with a call to the police when Rachel’s partner assaulted her. Figure 1 shows the basic steps of processing her situation as a misdemeanor *criminal assault case*.

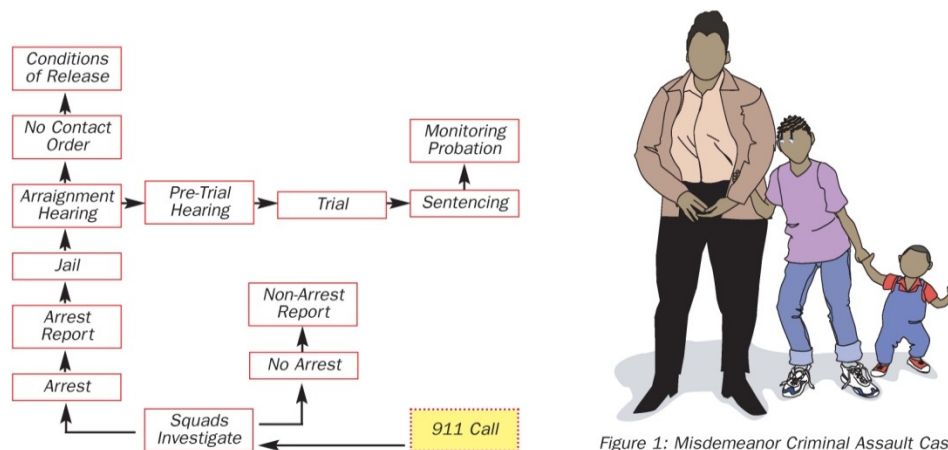


Figure 1: Misdemeanor Criminal Assault Case

Appendix Q: Excerpt from *The Praxis Safety and Accountability Toolkit—Foundations*

Introduction

The police report was forwarded to the child protection agency, which opened its own separate investigation. Figure 2 depicts the steps in Rachel's second *case* of institutional intervention.

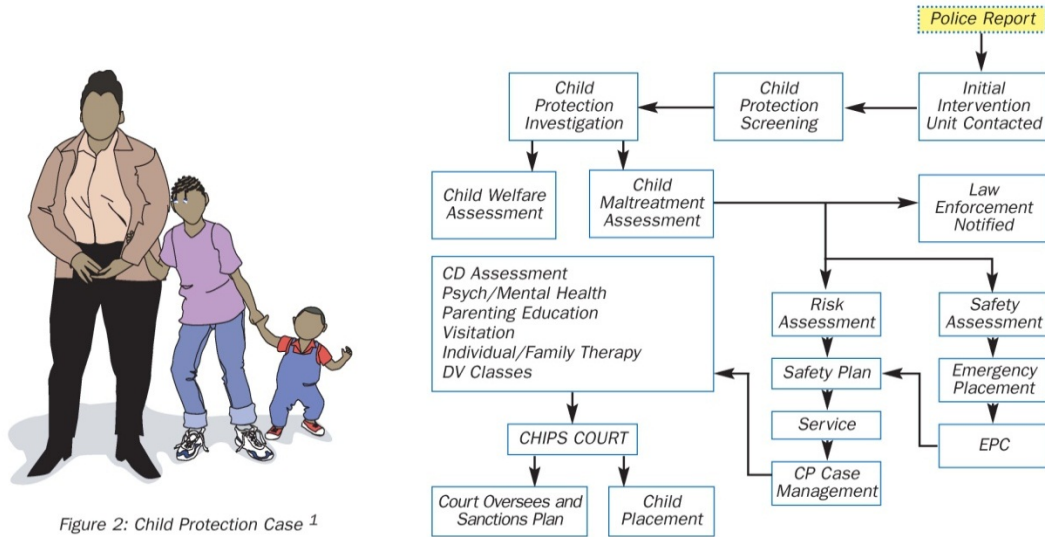


Figure 2: Child Protection Case ¹

Because Rachael was the victim of ongoing abuse by her partner, the child protection worker presented her with two options: have him removed through a protection order or have her children placed in foster care. Figure 3 depicts the steps in issuing a protection order, the third separate legal proceeding and *case*.

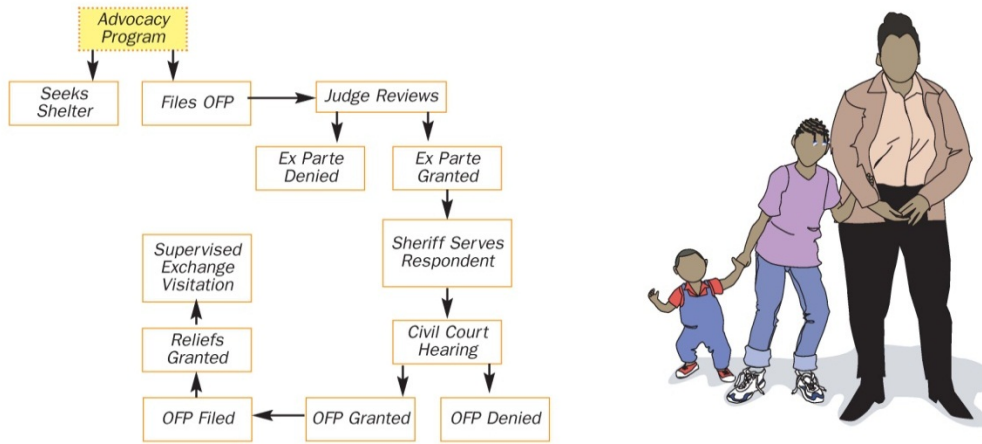


Figure 3: Order for Protection Case ²

¹ CD: chemical dependency; DV: domestic violence; CHIPS: child in need of protective services; EPC: Emergency Placement Care; CP: child protection

² OFP: order for protection

Appendix Q: Excerpt from *The Praxis Safety and Accountability Toolkit—Foundations*

Because her partner had threatened to leave the state with the children in response to the protection order, the court also ordered supervised visitation, thereby launching a new *case* in the visitation center, Rachel's fourth case.

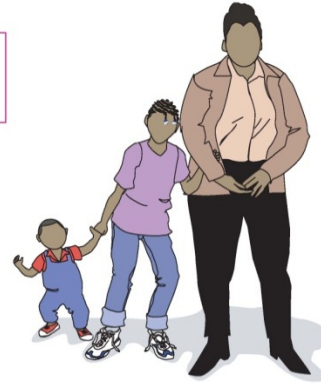
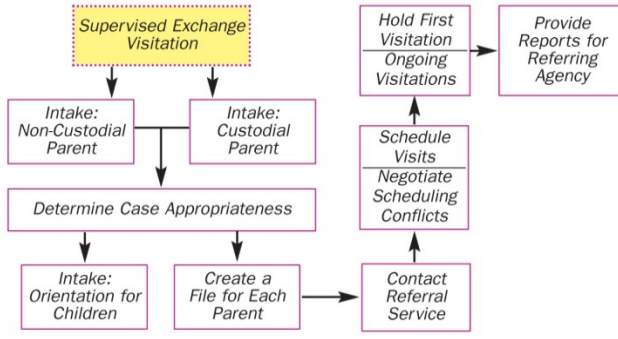


Figure 4: Supervised Visitation Case

Rachael filed for divorce, initiating a fifth legal process and *case*, with its own order for supervised visitation. Figure 5 illustrates case processing in the custody action.

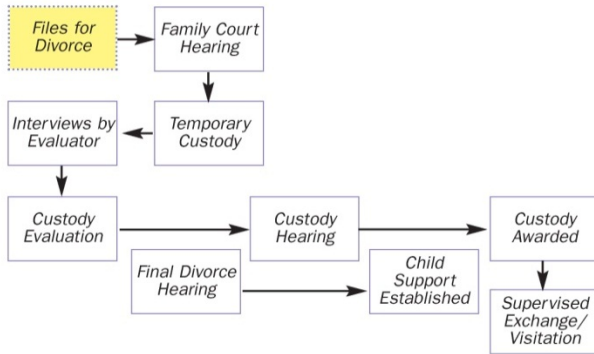


Figure 5: Custody Case

The day he was served with divorce papers, Rachel's partner broke down the door to her house, smashed her dishes, and shattered three windows. The police filed new charges and her landlord filed an eviction notice, initiating both a new *criminal case* (Figure 1) and an *eviction proceeding case* (Figure 6).

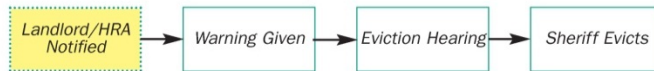
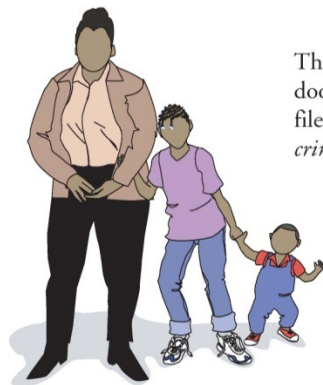


Figure 6: Eviction Proceeding Case ³

³ HRA: Housing and Redevelopment Authority

Appendix Q: Excerpt from *The Praxis Safety and Accountability Toolkit—Foundations*

Introduction

Charting the many institutional steps in the multiple case management of Rachel's experience reveals the enormity of the problems victims face when they turn to or are reluctantly drawn into public forms of intervention (Figure 7). Imagine this web of case processing overlaid with the realities of her everyday life: her son needs to get to band practice, her sister wants to plan a surprise party for their mother, she's missing too much time at work, she's behind with the bills and the phone has been shut off, her daughter wants a friend to sleep over, taxes are due, the kids both get chicken pox, they ask repeatedly about when their father is coming home, and her partner calls alternately wanting to work things out and threatening that she'll "be sorry."

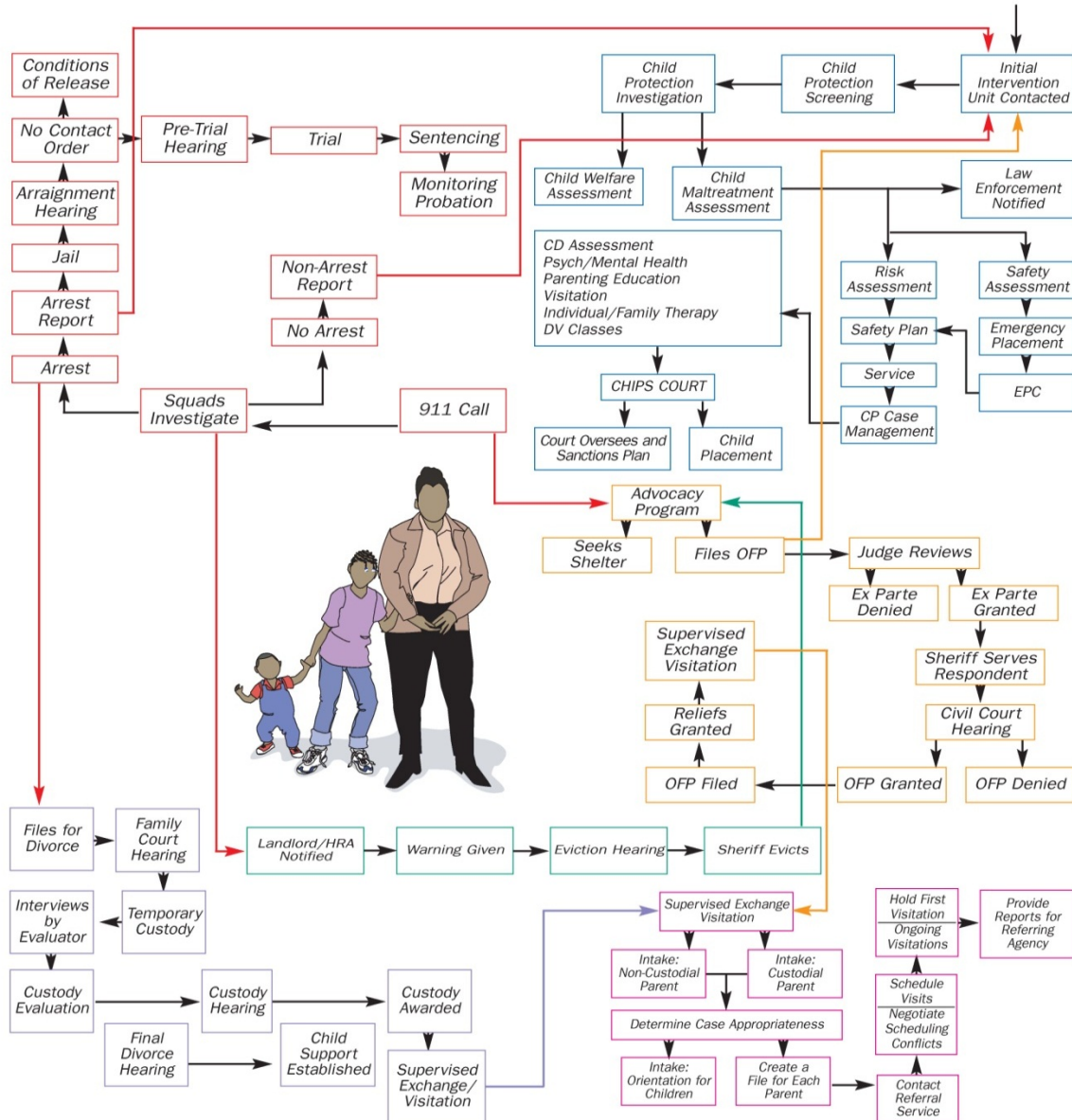


Figure 7: Institutional Intervention in Rachel's Life

Foundation: Audit Trails

Rachel's life has become a collection of cases: a criminal case, a child protection case, a civil protection order case, and so forth, all with their associated legal meanings. Through her experience we see how a victim of battering is drawn into parallel processes which address one set of life circumstances. The now dozens of practitioners who act on her case do so within the scope of their institutional functions. No one is responsible for drawing all of these interventions together in a way that addresses Rachel's particular circumstances. Each type of case has its own intervening framework.

None of the workers in these agencies decide independently how to process Rachel's experience as a case.

Understanding this is the foundation of the Praxis Safety Audit process: every worker is coordinated and organized to think about and act on cases in institutionally authorized or accepted ways. The Audit proceeds from eight primary methods that institutions use to standardize workers' actions (Figure 8). Most systemic problems will be found in one or more of these methods. Think of each as an *Audit trail* that points the way to discovering where victim safety is located as intervening agencies respond. Is safety at the center, on the margin, or somewhere in between? How did it get placed there?

Notice that none of these methods depend on the skills or attitudes of individual workers. While individuals can have a powerful impact on the safety of victims and offenders, the Safety Audit is an investigation of *institutional processes* rather than of the habits of particular practitioners

Until recently, none of these processes were designed with battering in mind, so your Audit will reveal countless opportunities, big and small, local and beyond, to make change.



Figure 8: Audit Trails

Introduction

Foundation: Risk and Safety

Peoples' lives are complex and the factors that reinforce or diminish safety and risk are also complex. There is no universal victim of battering and there is no universal batterer. There is no single formula for securing a life free of danger, injury, and damage. In other words, there is no single formula for safety and accountability.

We often limit our notion of risk assessment to the danger that an individual batterer poses to the victim. In that regard, we ask: What types of intimidation and violence will he likely use? How severe is his future violence likely to be? What is the frequency of his abuse? Are there circumstances that might lead him to escalate in his violence? Who helps him maintain his system of abuse?

Aspects of culture can be a source of strength for victims of battering, but can also be used by a batterer to control. Interventions can pose their own risks, and when dominant culture institutions impose a "one-size-fits-all" response they cut off avenues of potential safety and support. We need to be equally mindful of the risks generated by a batterer, by a victim's immediate personal circumstances, by aspects of culture that increase her vulnerability, and by institutional responses. Figure 9 illustrates this essential framework of risk and safety. Figure 10 depicts the many identities of victims and offenders that should be continually present in our minds when crafting solutions to the problems *victims* face in securing safety.

While we've grouped elements of risk and safety under three headings, it is important to remember that these categories are not water-tight or exclusive. Nor are they complete representations of the complexity of individual lives. For example, class, race, and religion cross all three categories: institutions react differently to different cultural groups, and class, race, and religion also constitute an individual woman's immediate life circumstances.

A Safety Audit seeks to understand where and how and for which victims of battering an institutional practice is problematic. Hence, an Audit is always asking who is doing what to whom, with what impact and to what degree. As an Audit coordinator, be prepared to help your team keep the experiences of domestic violence victims at the center of your work. As you follow the Audit trails, keep these questions in mind: What are the implications for safety and accountability in how work is organized and coordinated at this point of intervention? What are the implications for immediate safety? From retaliation? From ongoing abuse and violence? From the unintended consequences of intervention?



What do we mean by culture?

Culture is the complex, symbolic frame of reference shared by a group of people. It takes in the totality of behavior patterns, art, beliefs, language, institutions, and other products of human work and thought. Its many aspects are dynamic, diverse, and often misperceived by those inside and outside the group.

To learn more: See Appendix D: *Assessing Social Risks of Battered Women*, by Radhia A. Jaaber and Shamita Das Dasgupta.

To learn more: *Safety Evaluations: The Meaning of Safety for Women and Children* is a five-part training series. Accompanying publications include *Creating Sustainable Safety for Battered Women*, by Shamita Das Dasgupta. (See the Praxis website at www.praxisinternational.org and click on Library).

For each woman and her children, what risks are generated by...

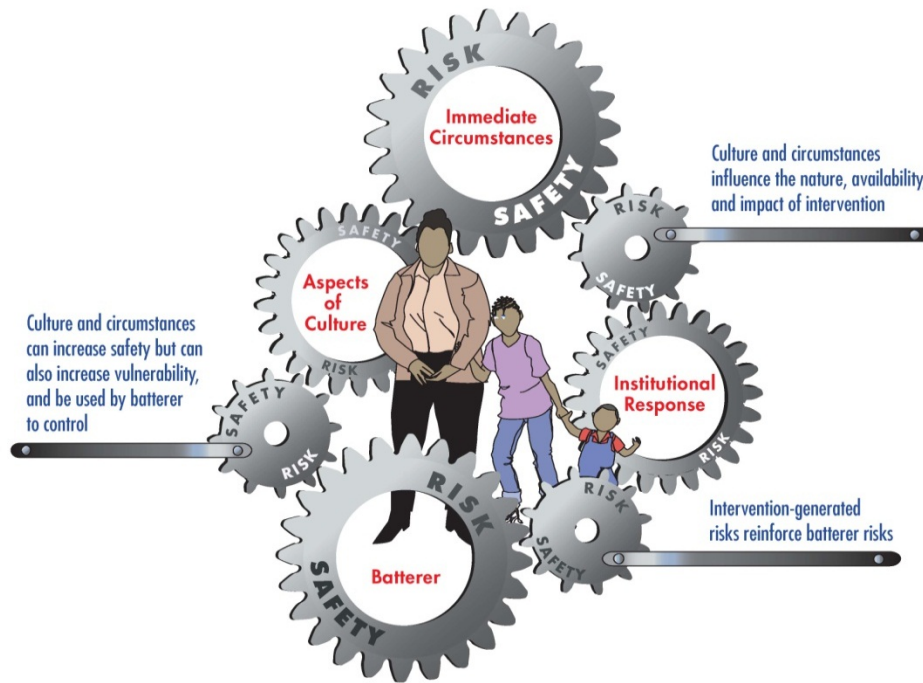


Figure 9: The Complexity of Risk and Safety ⁴

Immediate Circumstances	Aspects of Culture	Institutional Response
<ul style="list-style-type: none"> • Immigration status • Limited English proficiency • Poverty • Lack of skills or education • Professional or social position • Abilities • Mental illness • Age • Sexual Identity • Alcohol/drug use • Rural isolation • Dependence on adults • Other 	<ul style="list-style-type: none"> • Race • Nationality • Cultural Norms & Standards • Childhood Socialization • Community • Practices • Belief Systems • Ethnic Pride • Language • Class • Religion • Other 	<ul style="list-style-type: none"> • Imposition of dominant culture response or adaptation to cultural needs • Promotion of victim autonomy or use of coercion • Anticipate or ignore unintended consequences of intervention (e.g. arrest, deportation) • Enhance or further damage victim's relationship with children • Make battering visible or ignore it in custody and visitation • Other
<div style="background-color: #800080; color: white; padding: 5px; display: inline-block; margin-bottom: 5px;">Batterer</div> <ul style="list-style-type: none"> • Physical Violence • Sexual Violence • Psychological cruelty and manipulation • Economic abuse • Damages her relationship to children 		

What is the Risk?

- **In the immediate situation?**
- **Of ongoing abuse & violence?**
- **Of retaliation?**
- **Of unintended consequences of intervention?**

⁴ Figure 9 has been developed from several sources, including *Safety Planning with Battered Women: Complex Lives/Difficult Choices*, by Jill Davies, Eleanor Lyon, and Diane Monti-Catania (Sage Publications, 1998); *Assessing Social Risks of Battered Women*, by Radhia A. Jaaber and Shamita Das Dasgupta (Appendix B); and the Battered Women's Justice Project Criminal Justice Center.

Who are battered women? Women who are abused and battered are...



Figure 10: Who is a Battered Woman?

The following descriptions are drawn from real-life examples of women who have been battered. The purpose of this list is to illustrate the complex lives and experiences of women who have been battered, and remind us that there is no single universal victim of battering.

- Canadian Pakistani—homeless—with two teenage male children
- Firefighter, Irish-Catholic—separated, one child in college (blind) working in husband's family business
- Mexican migrant worker—local organizer with farm workers
- Baptist Sunday school teacher, black—married to church deacon
- School bus driver, white grandmother—abused and married for 25 years
- 32 years old, Algerian-French lesbian, losing custody of 8 year-old son, to former boyfriend
- Muslim social worker from former Yugoslavia—supervisor of Islamic social service agency
- Black Christian grandmother working as child care assistant in daycare
- 22 years old Tlingit factory worker—in a small town of 1,400 population with high unemployment rate
- First generation in the U. S.—17 years old, Chinese High school student—captain of volleyball team with college scholarship
- Undocumented house keeper from Guatemala with five children back home
- Emergency room nurse, Filipino arrested for stabbing husband

Appendix Q: Excerpt from *The Praxis Safety and Accountability Toolkit—Foundations*

Introduction

- 44 year old, European Hassidic Jew, Private elementary school principal—out of work due to physical injuries from battering
- Immigrant doctor from Afghanistan, speaks little English now working at hospital in housekeeping department
- Latina from Puerto Rico—stay at home mother—home schooling children, married to police officer
- 25 years old, white battered women’s counselor/advocate working in domestic violence agency
- 19 years old, Black, from Jamaica—theater actress—married to white manager twice her age
- White Mormon-intergenerational—grandmother, and mother were battered
- Nigerian (Ibo) felony criminal—sold drugs for batterer, implicated in murder
- 23 years old, white drug user with children—TANF recipient, enrolled in back to work program
- Young market executive, Indian immigrant with large corporate company newly wed, no children
- Young, white, store clerk, working three jobs, with no health benefits – fled from rural South Carolina
- 53 years old, Italian-Catholic, diagnosed with psychopathological disorder, and arrested for domestic violence assault
- Laotian newly wed, does not speak English, living with husbands, adult brother, mother and father
- White woman of uncertain age, drug addicted, has been living on the streets for three years
- Undocumented restaurant worker from Korea, living in a one bedroom apartment with three other couples
- Professor of law in a large university, white, alcoholic, living with husband, professor of philosophy at the same university
- Chinese immigrant, pregnant with girl for the second time
- 20 year old Latina gangmember, may be involved in armed robberies with boyfriend, who is the gang leader
- Mother of successful singer from South Africa, arrested for maiming husband of 45 years
- 52 year-old, white woman, prominent horse trainer who owns farms and businesses with her abusive husband
- 70 year-old Latina who called the police for the first time in a 50-year marriage
- Young white woman with a cognitive disability who is trying to live on her own for the first time and whose new boyfriend has been hitting her
- 35 year-old Black professional woman whose former boyfriend has been stalking her and calling her office
- 20 year-old Hmong mother of four children who has just relocated to the U.S. from refugee camp in Thailand
- Shoshone-Paiute woman, mother of two children, member of the school board
- Wife of military officer living in base housing overseas
- And...

Audit Trail #1 – Rules and Regulations



Rules and Regulations include laws; court rulings; legislative mandates; requirements or regulations of federal, state, county, and city regulating bodies; agency policies and directives; and policies of related organizations, such as insurance companies and medical facilities. They direct and guide the management of the institution.

- The rules are established by political processes within state legislative bodies, federal regulating commissions, local and county commissions, service agency boards of directors, and other entities.
- Rules and regulations define the scope of institutional responsibility and direct the internal operations of most agencies, significant aspects of service delivery, and methods of communication between and among agencies.
- As you interview or observe practitioners and read files and narrative reports, you will see many examples of the way a rule, law, regulation, or other directive influences case processing.

Audit Trail #2 – Administrative Practices



Administrative Practices include all of the methods that an institution uses to standardize how practitioners carry out its policies, laws, regulations, and mandates. Most administrative processes involve the use of texts, such as screening forms, case documentation forms, matrices, guidelines, report writing formats, routing instructions and protocols, and other examples of what practitioners refer to as “paperwork.”

- Think of rules and regulations as mandates and administrative processes as instructions to practitioners on how to carry out those mandates.
- Along with mechanical instructions on case management, administrative processes carry conceptual practices that either centralize or marginalize women’s actual experiences and needs for safety. A child protection intake form, a pre-sentence investigation format, and a guardian ad litem’s parenting skills checklist are examples of administrative practices that prescribe ways of thinking about and acting upon cases.

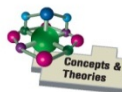
Audit Trail #3 – Resources



Resources include the ways that a community allocates and ensures the quality of funding, materials, processes, and personnel needed to address the problem—in our case, the problem of woman abuse within intimate relationships. Resources include everything necessary to accomplish the following:

- Workers do their jobs without compromising victim safety or offender accountability. This includes size of case loads, technology, adequate supervision, and support services.
- Victims of abuse position themselves in safer situations, through such means as housing, skilled counseling, financial help, and adequate legal representation.
- Intervening systems hold offenders accountable. This includes adequate jail space, enough time for probation officers to supervise their clients, high-quality rehabilitation services, and practitioners who are well prepared to work with men of diverse economic, ethnic, and religious backgrounds.

Audit Trail #4 – Concepts and Theories



Concepts and Theories include language, categories, theories, assumptions, philosophical frameworks, and other methods and ways that institutions organize workers to think, talk, and write about the cases and the people whose experiences are being managed as cases.

- Many conceptual practices are readily seen, but most are not. It’s easier to see the philosophical frameworks that challenge or undermine the way we think. It’s much more difficult to recognize those that mirror our own assumptions.
- It’s sometimes very difficult to see how conceptual practices are ingrained in the use of language, assignment of categories, crafting of assessment tools, and assumptions supporting a law, rule, or policy.
- Ask: What concepts operate here? How is this worker coordinated to use this concept? What categories does this worker use and how does that shape his or her thinking about the case? What assumptions are in this form or process or matrix?
- Concepts, theories, assumptions, philosophical frameworks, and so forth are not owned by or specific to an individual; they are embedded in institutional processes.

Tool #2

Audit Trail #5 – Linkages



Linkages include the ways that institutions link practitioners to other workers and other intervention processes; ways that practitioners are linked to the people whose cases they process; and ways that practitioners are linked to process and people outside their community (or *extra-local*, e.g., federal regulating agencies, state legislatures, professional associations.)

- In a misdemeanor assault case, there may be over a dozen workers in a dozen separate agencies at four or five levels of government. Most will never talk directly to each other about the case; in large communities, many will never meet each other. Most of them will never meet the people whose cases are being processed.
- No worker acts independently from those who proceed or follow him/her in the process.
- Each worker is linked to others in a sequence of institutional actions.
- Watch and listen for methods of linking practitioners, such as routing information, referrals, regular meetings, writing reports *to*, receiving reports *from*, and collecting information *on behalf of*.
- Watch for how workers are linked to concepts and theories (see Audit Trail #4).
- Watch for how workers are connected to the actual people whose case is being managed. Do they have direct contact, or does the case file stand in for the actual person (and if so, with what accuracy)?
- Links can be strong or weak and can enhance or diminish victim safety and offender accountability.
- The unique needs of victims of battering require that institutions create new linkages and enhance existing ones.

Audit Trail #6 – Mission, Purpose, and Function



Mission, Purpose, and Function

- **Mission** concerns the *overall process*, the overarching purpose of a system such as criminal court or child protection. Presumably, every action and case processing step within the institution or agency reflects that mission.
- **Purpose** refers to the institutional purpose of a *specific process* within that overarching mission, such as booking, arraignment, and pre-trial hearings.
- **Function** is the function of a practitioner in a **specific context**.
- An audit explores how the interconnected mission, purpose, and functions of practitioners within specific systems and institutions account for victim safety and offender accountability.

Audit Trail #7 – Accountability



Accountability holds specific meanings in relationship to the audit process. It includes the ways that institutional practices are organized to accomplish the following:

- Hold individuals *accountable for the harm* they have done, as well as the harm they are likely to cause without effective intervention.
- Hold practitioners *accountable to the people* whose lives are being managed.
- Hold practitioners *accountable to other interveners* in the system.

Audit Trail #8 – Education and Training



Education and Training include the following:

- The ways different disciplines organize workers (e.g., criminal lawyers, civil lawyers, child protection workers, police, therapists, nurse practitioners) to understand their jobs and the social phenomena related to their work, such as the abuse of women in marriages and intimate relationships.
- Formal ways that agencies train their workers to think about and act on cases.
- Informal ways that workers learn their jobs through experience and training by more seasoned workers.
- Exposure to different concepts, theories, and conceptual practices.
- Ongoing skill building that enables workers to effectively intervene in domestic assault cases involving diverse populations.

Audit Trail #9 – To be discovered...



To be discovered . . . We have identified eight primary methods by which institutions organize and coordinate workers to intervene in standardized ways. Your audit team may uncover a method that is particularly influential in case processing but is not included here. Don't let these eight categories limit the boundaries of your investigation.