

Train the Trainer: Providing Domestic Violence Training to Law Enforcement

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Reflecting on the trainings you have been to....

- What makes a training a good one?
- What makes a bad one?

Preparing for a training:

- Consider your goals
 - Put them in writing
- Think about what you want to accomplish

Who should conduct the training?

- No advocate should be left alone.....
- Someone from inside *and* outside the organization should conduct the training

Thinking about the goals of the training;

- What do I want to accomplish?
 - Trainees;
 - gain additional tools
 - new examples and explanations to enhance their thinking about their work
 - Convey the uniqueness of domestic violence related crimes (as opposed to a meth lab crime, for example).

Example Goals of a Police Training

- To have police officers “fully think through” what they are seeing at a crime scene
- When their work is a domestic violence call, help them understand the differences from other types of violence
- Teach them how to interpret what they are seeing at the scene
- Help them to see the next crime differently
- Help officers to have a clear understanding of what their agency's policy is, and how to implement it

Goals to accomplish in a domestic violence related training:

- **Policy** – trainees should have a clear understanding of their policy's purpose and application
- **Insight** – trainees should gain clearer insight on the behaviors of victims, perpetrators, and children in cases of domestic violence
- **See biases** – help trainees work through frustrations in cases of domestic violence

Themes to include in every domestic violence related training

The "realities" that battered women face

- Bring forth the "reality" of why battered women do what they do, as it pertains to trainees' work.
- Don't "moralize" battered women in a training
- Know how to talk about a "battered woman's reality"
- Stories of Bonnie Weber

Power

- Relationships of dominance
- Battering relationship
- Imbalance of power and the vulnerabilities of victims in this position

Tailor the training to fit trainees' experience

- Explain topics through the trainees' experiences with battered women.
- Create a "connection" as to how the battered woman's response is "normal."
- Show how practitioners are not that different from battered women.

Deciding the Purpose and Focus of a Training: Police Example

- Meet with sergeants ahead of time to discuss the goals and focus of the training
- Choose one or two modules to use
- Be realistic about what you really have time to cover
- Know the agency's policies before conducting and designing the training
- Decide who will train on what

Developing a training module: Probable cause example with police

- What is the law/rule that must be followed when working on a case? – definition of “probable cause”
- Apply the definition to a domestic violence case through a scenario

Use of video as a training method;

- Make a list on a flipchart about what trainees are thinking about the application of probable cause related to this video
- Listen for the “thinking” in the application of the law in the video and in the discussion
- Listen for the operative words in the policy at work in the scenario
- Have the group “vote” about whether they would arrest or not

Probable Cause Video

- What makes you think she assaulted him?
- What makes you think he assaulted her?
- Was there a predominant aggressor? If so, who?
- Was there probable cause to arrest? If so, who?
- Who would you have arrested? Anyone? One of them? Both?

Probable Cause Video Exercise

- ▶ Applying the definition to the scenario
- ▶ What are the operative words?
- ▶ Did the officers go far enough to determine probable cause?

Methodology Used for a Training Module

- ▶ Have dilemmas available as a tool for discussion
- ▶ Get the trainees talking
- ▶ Find out the realities of the trainees' work
- ▶ A good trainer will always be learning while training

Resistance

- Expect resistance and don't be afraid of it
- What are they resistant to?
 - You?
 - What are they judging you about? Take it personally. What is your credibility with the audience? Why should they listen?
 - Your message?
 - The information?
- Find a way to connect with the trainees
- Real-life stories create connection

Identify resistance

- Eye rolling
- Falling asleep
- Reading the newspaper
- Turning their chair
- Disappearing

Exercise about resistance

- Describe how you have seen/experienced resistance at a training you have either attended or conducted.
- Talk about the effective and ineffective ways the trainer handled it.
- Discuss strategies in how to overcome resistance

How to approach resistance;

- 1) Always treat your audience with respect
- 2) Acknowledge who you should train and who you shouldn't
- 3) Don't be patronizing
- 4) Be authentic
- 5) Acknowledge and admire their work
- 6) Acknowledge the complexity of their work
- 7) Never ask a question that there is only one right answer to

How to approach resistance (cont'd)

- 8) Don't reject a comment made by a participant. Accept it as their experience.
- 9) Don't debate. Listen to their experiences
- 10) Don't use defensive tactics or rhetoric when talking about battered women.
- 11) Don't lecture – engage in dialogue while presenting information you know.
- 12) Don't butt heads
- 13) Don't compete
- 14) Don't get hooked

How to overcome resistance (cont'd)

- 15) Don't talk in "slogans"
- 16) Don't use automatic responses
- 17) Talk about your own development of your thinking – how your thoughts have changed
- 18) Don't try to be a salesperson – removes the "complexity" of the situation
- 19) Talk about the "grey" areas of the work

Exercise

- ▶ Law enforcement / Advocate example

Four techniques for overcoming resistance;

- 1) Try to "make friends" right away with those who you perceive as possible "resistors"
- 2) Don't push the "trainee" away; "fall" with them instead of "competing" with them
- 3) Starve the "plant" that makes an "ist" comment. When someone makes a racist comment, bring it back to you as the trainer and make it a learning opportunity. Don't give a "direct comeback" statement.
- 4) Bring the problem back to the context of their work.

Training Methods

- Lecture – mini or long
- Lecture with visuals
- Use of "building blocks"
- Break-out groups, brought back together with large group
- Story telling
- Case studies
- Analogies
- Debate
- Dialogue
- Handouts
- Exercises
- Music/Audio/Video and Discussion
- Examples from the audience – applying the concept
- Role play

Examining One's Self as a Trainer

- ▶ assess your own attitude
- ▶ judgment of others
- ▶ anger
- ▶ body language
- ▶ authenticity
- ▶ self-righteousness
- ▶ how you identify with the subject matter/agenda
- ▶ time management of the training

Conclusion

- ▶ Thoughts, comments, questions.....
