

# **Guide for a Trauma-Informed Law Enforcement Initiative**

Based on experience in Cambridge, Massachusetts

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# ACKNOWLEDGEMENTS

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# BRIEF HISTORY

## INTRODUCTION

Trauma-informed training and education in law enforcement is becoming increasingly crucial in our communities and wider society. In 2015, the Cambridge Police Department (CPD), in conjunction with the City of Cambridge, began creating and designing a trauma-informed initiative focused within the Department. The successes and ensuing transformations within CPD led to the creation of this manual to be utilized by other law enforcement agencies and/or community organizations interested in developing their own trauma-informed initiative(s). Throughout this manual, we share information about the history of this Cambridge-based initiative as well as logistics for implementation, evaluation and lessons learned along the way. The intention of this document is to provide detailed guidance for how to design and implement a trauma-informed initiative that best suits your agency and/or community.





# WHY TRAIN POLICE ON TRAUMA?

## BACKGROUND

The need for this initiative and training comes from three main areas:

First, police are often in situations where they, themselves, experience trauma. Their professional training has not, traditionally, given them adequate tools to manage their own reactions and feelings during and following traumatic incidents. The result is high rates of depression (Wang et al., 2010), post-traumatic stress disorder (PTSD; Marmar et al., 2006), alcohol use disorders (Leino et al., 2011) and suicide (Miller, 2006).

Second, police are frequently responding to individuals who are experiencing trauma; examples include victims of street violence, domestic violence and sexual assault. Without some understanding of how trauma affects perception and memory, officers are likely to inadvertently retraumatize those who look to them for help. In Cambridge, the transition to becoming trauma-informed started in the early-mid 2010s through various training initiatives that focused on mental health, vulnerable populations, and de-escalation. The trauma-training initiative grew from there. Third, the communities most likely to be the focus of community policing are also the communities which, themselves, may have suffered or are suffering trauma due to economic and racial injustices, police brutality and/or other recent events.

While trauma-training may not be the answer to these complex situations, it is a step in mitigating them.

## WHO SHOULD BE INVOLVED IN PLANNING?

Planning for this training should include a community team with key people from:

- Police department
- City/town government
- Community agencies
- Trauma experts

Every city or town and each police department will have unique needs and histories. There is no one curriculum that fits all.

This document will describe the training done in Cambridge, MA. However, the planning committee for your town or city may make different choices, for reasons of budget, history or particular recent events. It is important that people representing both the community and the department be involved in the planning, as well as people with expertise about trauma. Police departments have different cultures. Most, however, have some tension between a traditional “law and order” or military culture and a more social service orientation. It is important that the team delivering the training anticipate and respect potential resistance to what may be seen as “soft” content.

## CONTENT OF THE TRAINING

The Cambridge Police Department had committed to extensive training and implementation of best practices around domestic violence since the mid 1990's. In 2015, a dedicated group of CPD and City staff began to explore how that work could be broadened and improved upon. The original planning team, Paul Ames, Alyssa Donovan, Cathy Pemberton, Jacqueline Rose and Elizabeth Speakman researched best practices from across the country and determined that the necessary components for a trauma informed approach included:

- Techniques for police officers to increase resilience in the face of trauma, including mindfulness practices.
- Intellectual understanding of trauma and its impact on the brains of both children and adults.
- Skills for trauma-informed practice, with a focus on interviewing survivors of trauma.

Following their research, they determined that no other existing training program addressed all of these components. The team, along with CPD and City leadership, decided that they needed to create their own model. Based on their objectives, the planning team identified experts both locally and nationally to bring together for the first training in June 2016. These experts were: Justin Boardman, a retired detective with the West Valley City Police Department, who now consults nationally on trauma-informed practices for law enforcement officials; Richard Goerling, a former Lieutenant in Hillsboro Oregon, who created the Mindful Badge project, which focuses on training law enforcement officials in the practice of mindfulness and meditation; Dr. James Hopper, an independent consultant and Teaching Associate in Psychology at

Harvard Medical School; Donna Kelly, a Special Victims Prosecutor from West Valley City, Utah; and Erin Miller, Manager of the Newton-Wellesley Domestic Violence/Sexual Assault Program. Originally, this training was intended as a "train the trainer" opportunity, after which the material would be incorporated into CPD's annual in-service training the following year. After the training in June 2016, the law enforcement officials and service providers who attended it determined that the field experts should be the ones continuing to lead these trainings, as there was too much essential material to incorporate into in-service training. Since its inception, these trauma-informed trainings have continued approximately every six months through 2019 and will continue onward in Cambridge.

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**"My hope is that officers are better able to align their intentions with their actions. The disconnect is often lack of information and tools. If we can provide that for people, it can ultimately lead to a culture change where they have a whole new way of seeing themselves and others"**

***Elizabeth Speakman, Coordinator for the Domestic and Gender-Based Violence Prevention Initiative, City of Cambridge***

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# GOALS AND OBJECTIVES

## Goals of the Initiative

Create department policies, culture and capacity to focus on the well-being and resiliency of staff and which avoids secondary victimization/re-traumatization of survivors.

Increase the knowledge, skills, and confidence of staff to respond to survivors in a trauma-informed manner.

Improve the interactions with the public by responding in a trauma-informed manner.

## Goals of the Training

Develop officers' skills and strategies to manage their own trauma.

Mitigate the potential for additional trauma.

Consistently recognize and respond to signs of trauma when responding to calls, on patrol, facilitating investigations throughout the criminal justice process and actively work to avoid re-victimization/re-traumatization of survivors.

# SETTING THE CONTEXT & TRAINING INTENTION

This training is designed to build from day one to day three. It begins with officers learning how to recognize and manage their own trauma through mindfulness and resilience practices. It then proceeds to recognizing signs of trauma in others; and, finally, integrating trauma-informed approaches in their work within the community. On day one, before getting to the core training content, members from the planning team should provide an overview of what trauma-informed law enforcement is and preview what officers will learn over the following three days. It is important to acknowledge up front that the content of this training is difficult and to encourage participants to take care of themselves by quietly exiting the room for space, getting water, and taking a bathroom break, as examples. See Appendix A for a sample Setting the Context presentation and important definitions below:

**Trauma (2014):** Events that are experienced as overwhelming, incomprehensible and senseless threats to one's life and/or physical, emotional, or spiritual integrity where the individual is powerless and unable to exert control over their environment.

Any events or series of events that shatters an individual's sense of safety in the world and overwhelms their ability to adapt.

## **Trauma-Informed (2014):**

*Realizes* the widespread impact of trauma and understands potential paths to recovery.

*Recognizes* the signs and symptoms of trauma in clients, families, staff, self, and others.

*Responds* by fully integrating knowledge of trauma into policies, procedures and practices.

*Resists Re-traumatization* actively through trauma informed and compassionate responses.

## **\*Trauma-Informed Law Enforcement:** A

workplace culture that focuses on the impacts of trauma on law enforcement staff, as well as the public being served, through consistent recognition of the signs and impacts of trauma. It provides support, skills, and strategies to manage staff trauma, promote well-being and resiliency of staff, and actively works to avoid re-victimization/re-traumatization of victims when they are engaged in the criminal justice system.



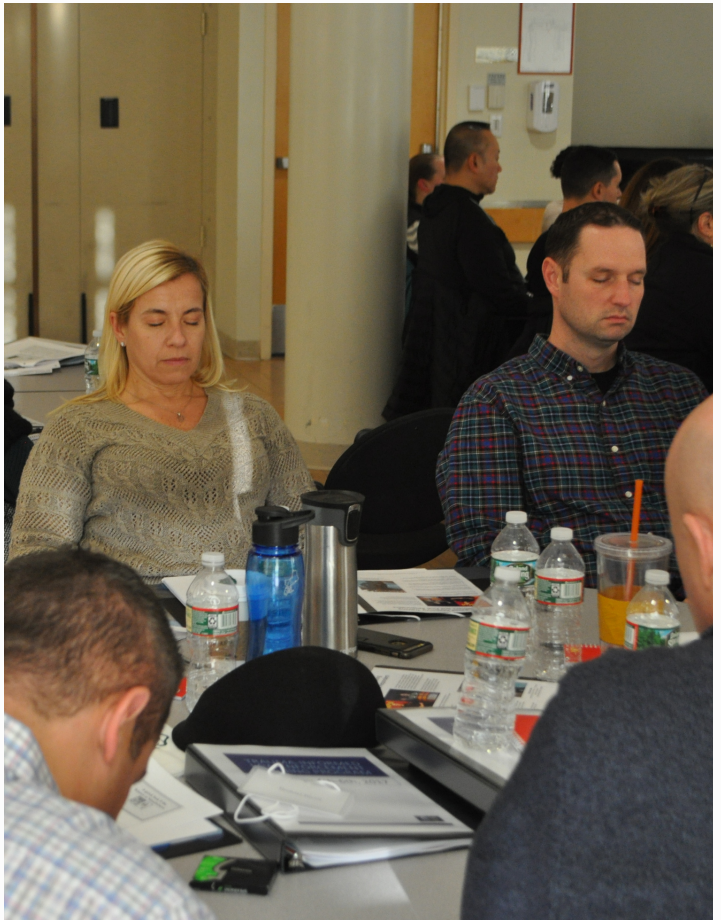


## OVERVIEW OF THE THREE DAYS

### Day 1: Mindfulness and Resilience

Police work inevitably exposes officers to trauma. Traditionally, police culture has not cultivated self-reflection and self-care, and such practices are in tension with what many officers perceive as strength. The more effectively officers can cope with and manage their own trauma, however, the better able they are to support other survivors of trauma. For this reason, we begin the training with sessions on self-care and managing trauma. The learning objectives of Day 1 are:

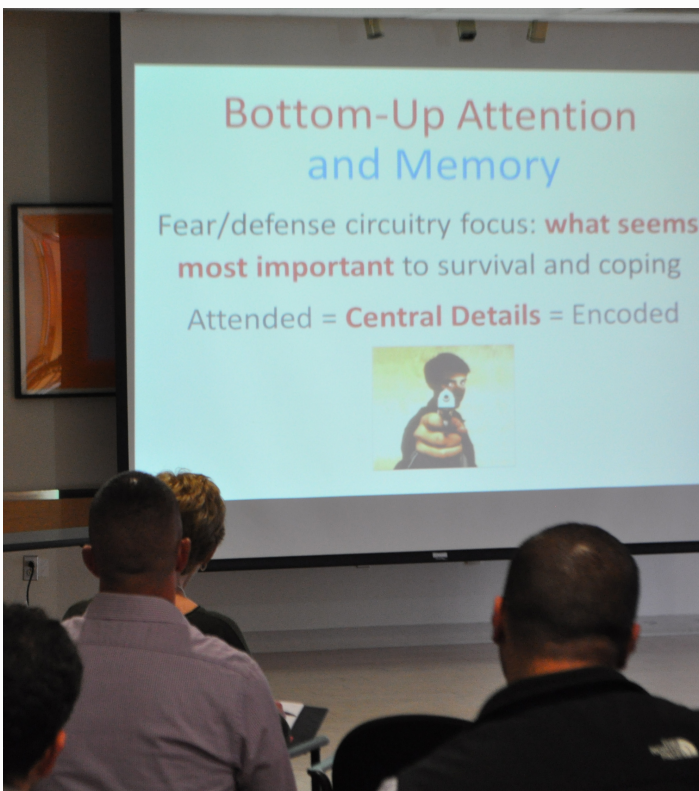
- Build skills in sitting meditation & mindful-movement. Learn how to start, support and maintain a daily meditation practice.
- Acquire skills for increased self-awareness and self-regulation through a new approach to situational awareness, threat assessment and impulse control.
- Understand how ongoing occupational stress can impact you and how you can normalize your own experiences through practicing non-judgment and self-compassion.
- Understand how mindfulness and a meditation practice can be critical in building short and long term resilience for your lives and careers.



### Day 2: Understanding Trauma

Day two, on trauma more generally, can be very academic, and is very important. It focuses on the neurobiology of trauma and the effects of trauma on people's lives. We preview the content in the morning, make sure participants have the space to take care of themselves and start with a grounding exercise or meditation. The learning objectives for Day 2 are:

- Understand key brain circuitries impacted by fear and trauma.
- Understand the brain-based impacts of trauma on attention and memory encoding.
- Understand common brain-based subjective and behavioral responses to sexual assault.
- Understand and describe what trauma is and its lifelong impacts.
- Recognize common trauma responses and how these manifest in both you and others and how it might present in your work.
- Identify ways to address trauma responses in your work that can improve outcomes and relationships.







### Day 3: Incorporating Trauma-Informed Practice Into Your Work

The learning objectives for Day 3 are as follows:

- Recognize the benefits of employing trauma-informed response in adult sexual assault cases to improve investigation and prosecution.
- Define the important characteristics of trauma-informed approaches in adult sexual assault cases.
- Describe the interview format and guidelines in the trauma-informed victim interview protocol.

By the third day, participants should have a better understanding of trauma and its impacts. The last day helps officers build practical skills to incorporate trauma-informed practice into their work; whether responding to calls, interviewing survivors, or engaging in the investigation and prosecution of a case. While the content focuses on the interview and investigation process, the speakers should be mindful of who is in the room and ensure content is relevant to all law enforcement officers, including patrol and first responders.

## CHECK-INS AND CHECK-OUTS

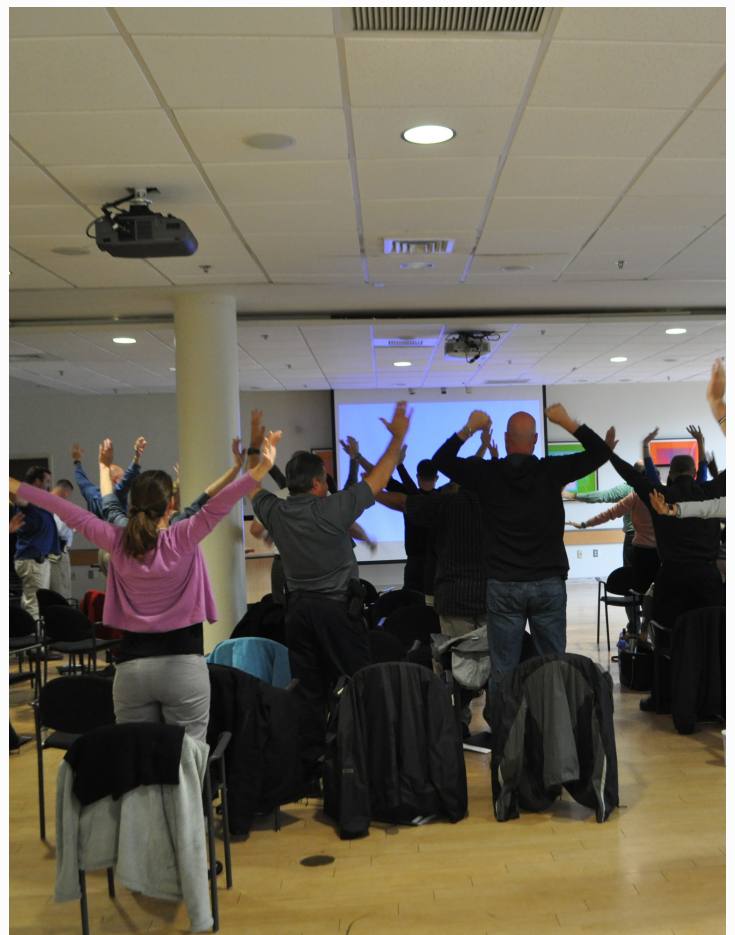
We start each day with a check-in and end each day with a check-out to have participants thinking about the training in the context of their own lives. These can be done very quickly, even with a larger audience. The facilitator of this section must balance non-verbal encouragement for participation with the need to move onto the next participant as quickly as possible.

Sample check-in questions:

- What is one thing you're hoping to learn today?
- What is one way you used mindfulness today/yesterday?
- How did you use the training content when you got home?

Sample check-out questions:

- What is one thing you'll take from today and use at home?
- What is one practice you'll integrate into your work?



# LOGISTICS & PLANNING

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## PLANNING TEAM

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The planning process is critical to a successful training. It is important that those needing to collaborate are at the table: specifically, representatives of the police department, including both leadership and officers; key people from the city/town administration; representatives of ethnic/racial communities in the town/city; representatives of agencies serving the communities interacting often with police (mental health, substance abuse, domestic violence, sexual assault and youth); and experts on trauma. This multidisciplinary group is needed both to ensure quality of the training and to improve buy-in from key groups involved. Two co-chairs should be named to lead the team and the full planning team should meet, at least, monthly for four to six months prior to the training. See Appendix B for a list of those on the Cambridge planning team in 2018.

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## INITIAL PLANNING DECISIONS

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The process begins with agreement or buy-in from this planning group that trauma training for the police is important and worth the time and money involved. Once this is decided, the planning group should develop goals for the training – what are the intended outcomes of the training? What do you want officers to leave the training with? Examples of goals are on page 7. The next issue concerns budget. Costs for this training are likely to include:

- Training space
- Speaker fees
- Speaker travel and related costs
- Food (including snacks and beverages) for participants
- Materials and supplies





The budget will determine decisions about where and when the training will take place and what experts can be included. Related to these issues are decisions about the structure of the training: how many participants to include, who they should be, and how the training should be paced. Basically, the planning team has to settle: when, where, for whom, by whom and how the training will be delivered. All these issues are interrelated.

*Please see the Budget and Funding section below for some specifics on how to secure additional funding for this training outside of any department or city funding.*

If the space that will host the training is unfamiliar, scheduling a walk through with your dedicated IT person to ensure that all technical needs will be met in advance is very helpful. Having a venue that can accommodate round tables with six or so people to a table is most ideal for this training and setting. In tandem with figuring out when and where to host the training, establish who your speakers will be (see Appendix C below for the speakers and their respective biographies in Cambridge) and ensure that they are available during the dates you have set. Going forward, once this initiative has taken off, it is ideal to determine these things while debriefing a current training in planning for the next one.

Equally important, is identifying the hoped for participants. The Cambridge trainings were designed for 45-60 participants, in addition to the speakers and training team.

Smaller class sizes are more effective (30-45 participants) but sometimes due to time constraints and scheduling, we accommodated more participants. For each training, about 50-70% of participants were Cambridge Police personnel and the remaining participants were advocates and other members working in the community. It's critical to have outside community agencies as a part of these trainings to encourage different perspectives and learning across the training. In conversation with the speakers/experts, the planning committee sets the specific agenda for the three day training (or, however long the anticipated training will be). The original Cambridge training in 2016 was five days; the second training was two days; and by the third training, we decided that a consecutive, three day training, as outlined above, worked best for our objectives and goals. Please see Appendix D for a sample agenda. During the actual training, we found it useful to record real-time edits for the timing to guide adjustments going forward.

## **SUBSEQUENT PLANNING**

At this point, the Police Chief or Commissioner, or another person on the leadership team, should send an email to the entire department about their support for this initiative and the department's participation. At least two months prior to the training, invitations should go to the intended participants with a required RSVP system (e.g. Eventbrite is a free, and easy to use tool for people to RSVP themselves. See Appendix F below for an Eventbrite example layout).

Leadership within the department should invite their respective teams and colleagues. One of the co-chairs should invite any community advocates or members that are not a part of the department. Some examples of what people that could include would be domestic violence and/or sexual assault advocates, community mental health professionals, sexual assault nurse examiners, etc.

Some departments have an additional training request form that needs to be completed and approved internally. Be sure that department participants understand that they may need to complete multiple forms for submission. Important things to include in the invitation to participants are the exact dates with start and end times, emphasis that attending all three (or however many) days in full is required, that food will be included, and to encourage business casual attire. The next piece to consider, logistically, are any car, airplane or hotel needs for the presenters if they are traveling for this training. Once travel and/or hotel is booked, ensure that the team members managing logistics have the receipts. About two months prior to the training, team members should connect with the presenters to review their materials and presentation. It is important that everyone is “on the same page” with content and approach. This is also a good time to clarify what materials will be needed; who is responsible for copying and distributing; what goes into a folder or binder to be distributed at the start; and what additional handouts might be needed.

A month before the training is a good deadline for materials to be sent to your logistics team.



Once all of the materials are received, your team can finalize printing and the physical organization for the training folders/binders. This is also the time to order any additional materials that will be needed (e.g. post-it notes, notepads, pens, and to arrange food for the three days). Food and snack options keep people comfortable throughout the day and convey a message of hospitality and welcome. If, for example, the training will take place from 8am-4pm, you might provide breakfast, lunch and snacks, with an assortment of beverages (including coffee) throughout the day. The entire planning team should also review a detailed agenda with the timeline and approve all content and speaking parts for each day. The entire planning team, and department leadership, should be in attendance for the entirety of the training.

One final piece to consider is any giveaways that might be included in the training. Cambridge has provided stress balls, pipe cleaners, and other “fidgets” on the tables for participants to access during the training that has been helpful for participants. On day one of the training, it’s important for a few members of the team (if not the whole team) to get to the space early for material set up, IT set up, food set up, etc.

*A note about printing powerpoint presentations is that they're most effective in print form when printed 3 slides per page with a notes section for each slide.*

## REVIEWING AND EVALUATING

Evaluation will allow you to know if the training is accomplishing what you want it to accomplish. The first step of evaluation begins with developing clear goals for the training and measurable learning objectives for each training session. Creating objectives helps you to know what you want participants to learn and then develop evaluation tools (such as pre and post-test surveys) to measure if they learned it. The surveys should be designed based on the information included in each training session and connected to the learning objectives for that session. Read more about surveys and evaluation in the Evaluation and Research section below beginning on page 20.





## BUDGET AND FUNDING

In Massachusetts, and nationally, there are some grants available to apply for to cover some of the costs of a training. Cambridge has utilized grants from the Massachusetts Office of Victim Assistance (MOVA). They had one grant available to apply for that covers up to \$7,500 for a training with specific breakdowns of what they'll cover. As an example, they will cover up to \$450/day per speaker for their fees. The planning team should explore grant opportunities locally and nationally to see what might be available, as far in advance as possible. Some grant opportunities are listed on the right.

Grants will often not cover the training in full, so additionally, it's important to work with the department and city to see what other sources of funding are available for the training. Having the finance team onboard will help determine an accurate budget. Another way to offset the cost of the training is to consider charging community participants to attend.

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- **Grants.gov** is a website for national grants that are either available or coming soon. They offer webinars for participants to attend to learn more about the grants and how to apply.
  - **The Office of Justice Programs** sometimes offers relevant and applicable grants.
  - **National Institute of Justice** has current and forthcoming funding opportunities.
  - **The Office for Victims of Crime** offers funding opportunities and related resources.
  - **The Office of Violence Against Women** has funding opportunities as well.

Oftentimes, these opportunities may go to the state and then organizations can apply directly to their respective state fund.

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# LESSONS LEARNED



After hosting many trainings, we discovered the following:

- The leadership team within the department has to be not only supportive of trauma-informed training, but actively involved in communicating their support to the department and present during the actual training.
- The training needs to be dynamic and include a variety of methods: lecture, group work, and alternative forms of engagement.
- It is helpful if law enforcement officials get this training as early in their career as possible.
- Community collaboration with agencies and organizations who are supporting survivors or others in the community is very important both in participant diversity and planning efforts.
- **The big take-away:** This initiative needs to be more than a one-time training. Implementing education and understanding about officer wellness and trauma requires a shift in culture, more opportunities and areas of support, and continued educational policies.

# PROGRAMS THAT FORMED FROM THE TRAUMA- INFORMED INITIATIVE

It became increasingly clear that the training was just a foundation. The department needed to implement ongoing structures and opportunities to support the officers in processing their own self-care and their skill with community survivors of trauma. This section briefly describes changes initiated in the Cambridge Police Department.

Critical Incident Stress Management  
(CISM) Team

Redesigned Interview Room

Peer Support and Resilience Team

Ongoing Evaluation of the Training

New Trauma-Informed Interview Tool

CPD Additional Internal Initiatives

## **Critical Incident Stress Management (CISM) Team**

The Critical Incident Stress Management (CISM) Team was one major initiative that came in tandem with the Law Enforcement Trauma-Informed Initiative. This was a three day training that certified officers from eight local cities and towns to be peers for other officers who experience a traumatic incident. When a traumatic incident occurs, a clinician is assigned to a team of CISM volunteers who offer a safe space to talk about the incident. Immediately following the first trauma training, there was a horrific crash in Harvard Square where many officers responded to the scene. Following the incident, Cambridge Police had a formal CISM meeting to debrief the incident. Following that first meeting, the CISM meetings began gaining some momentum as more officers felt that the process was beneficial. In many ways, this began a shift in culture at the Cambridge Police Department.

## **Peer Support and Resilience Team**

The Peer Support and Resilience Team, a support network that had been established at the Cambridge Police Department before the Law Enforcement Trauma-Informed Initiative, began to take a new shape as the CISM initiative took off. The Peer Support and Resilience Team was led by a clinician to meet confidentially with officers one-on-one for support. Following a CISM debrief, some officers began self-referring, or others would refer them, to participate in the Peer Support program following a critical incident. The Peer Support and Resilience Team also began ramping up their educational efforts around health and wellness for officers.

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**'A few years ago, I responded to a scene similar to this one and did not sleep for three days after. I feel a lot better after having the chance to talk about this incident.'**

***A CISM Participant***

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### **New Trauma-informed Interview Tool**

In collaboration with Justin Boardman, a retired detective who now consults nationally on trauma-informed practices for law enforcement officials, Alyssa Donovan, the Victim Witness Advocate with the Cambridge Police Department, and many others in the department, CPD implemented a trauma-informed interview tool for detectives when interviewing survivors. See Appendix F.

### **Redesigned Interview Room**

Cambridge Police Department also revamped one of their interview rooms into a 'soft,' more comfortable interview space for survivors being interviewed about their assaults. See photos at the top of the page.

### **Ongoing Evaluation of the Training**

Finally, Cambridge Police Department also launched a research project to evaluate the effectiveness of the Trauma-Informed Law Enforcement training. See Appendix H for the results of the November 2019 Cambridge training.

### **Additional Cambridge Police Internal Initiatives**

The first trauma-informed training introduced mindfulness and resiliency to officers within the Cambridge Police Department. Following this training, Barbara Hamm, a licensed clinician and consultant in Cambridge, and Cathy Pemberton, a social worker formerly with the Cambridge Police Department, began leading Mindfit Mondays, where officers were welcome to come as Barbara would lead 30-minute meditations.

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**"Literally, we had 20 cops meditating during mindfulness, and I looked out to the first class and said, 'I never thought in my life that this would ever happen someday.' And it was awesome."**

***Paul Ames, retired Deputy Superintendent with the Cambridge Police Department***

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# RELATED INITIATIVES



## **Cambridge Sexual Assault Response Team (SART)**

The Sexual Assault Response Team (SART) began formally in December 2017, coordinated by both the Boston Area Rape Crisis Center and the Cambridge Police Department. The SART team consists of Sexual Assault Nurse Examiners (SANE) nurses, local district attorneys, community advocates, Cambridge Police personnel, City of Cambridge personnel, Higher Education Institutions, and others to promote a community-wide approach to end sexual violence and help survivors to navigate the complexities of medical, emotional, and legal issues along with the associated procedures.

## **"Start By Believing" Campaign**

The Start by Believing is a global campaign that aims to reframe and change how we respond to sexual assault allegations. The Boston Area Rape Crisis Center, in collaboration with the City of Cambridge and the Cambridge Police Department, joined this global campaign in April of 2019. Cambridge was the first city in Massachusetts to join this local campaign, pledging to end the silence around rape and sexual assault.

# EVALUATION & RESEARCH

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## TRAUMA-INFORMED EVALUATION

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When this initiative began in Cambridge in 2016, the team wanted to have an outside researcher to determine what, if any, impact the training had on the participants. In 2016, they reached out to domestic violence researchers in Boston who pointed them to Dr. Anjali Fulambarker, a researcher and social work educator who researches law enforcement responses to intimate partner violence.

Dr. Fulambarker collaborated with the team to develop the goals and objectives for the Trauma Informed Law Enforcement Initiative, pre and post-test measures, and to conduct an evaluation of Cambridge law enforcement officers' experiences with the three-day training. The pre and post-test surveys were designed specifically for this training based on the learning objectives for each training session (an example of the pre- and post-test can be found in Appendix H). Questions measured participant knowledge about resilience and trauma, as well as knowledge about skills associated with these topics. The measure also evaluated the participant's self-rated level of confidence and comfort in using these techniques in the field. Participants completed a pre-test prior to the start of training on day one and the post-test was completed at the end of day 3.

The scores were compared to assess any increase in knowledge, skills, and self-reported confidence and comfort. Overall, across multiple trainings, we have seen a statistically significant increase in participant post-test scores for knowledge and skills related to resilience and trauma. Additionally, participant self-reported level of confidence and comfort in using trauma-informed investigation skills and mindfulness techniques showed a statistically significant increase from pre- to post-test. A recent report of survey results can be found in Appendix H. While not completed in Cambridge, it is possible to ask participants to take the post-test survey three or six months after the training to see what information they have retained and their level of confidence and comfort with the skills after they have had the opportunity to use them in the field. In addition to pre and post-test evaluations, the training team developed a specific speaker evaluation that participants filled out at the end of each day. Reviewing participant feedback on the speakers can be quite helpful when planning for the next training, especially during the first few trainings. Minor changes to the curriculum should also be assessed based on the climate of the department.



Finally, Dr. Fulambarker conducted a study gathering data through interviews with detectives from the Sexual Assault and Domestic Violence Units, patrol officers, and supervisors from the Cambridge Police Department. The purpose of these interviews was to understand participant perceptions of the three-day training; their confidence and experience of using trauma-informed skills in the field; and anything they thought they needed to better help officers respond to survivors in a trauma-informed manner. 15 individuals participated in the study and major themes across interviews were recorded. Most participants noted that learning about the neurobiology of trauma was some of the most useful information. Participants shared that learning about how the brain responds to trauma helped them to better understand survivors with whom they had worked in the past and led them to recognize the false assumptions that they had made previously. Three participants noted that they were not previously aware of the impact that trauma has on officers themselves. Participants noted that this training has allowed them to increase their compassion and understanding for survivors, as well as to recognize the importance of self-care. There were several challenges to implementing

trauma-informed skills into their everyday roles.

Among these barriers are the lack of time on individual calls or investigations appropriately to use their skills, as well as the perception that some survivors/civilians are not receptive to their use of trauma-informed techniques. The other challenge noted by participants was their perception that there was not buy-in with all members of the department including supervisors and that trauma-informed practice was not reflected in the operations of the department. In regards to mindfulness and meditation, several participants noted that it was not their “thing,” however, some made mention of other activities they utilized for self-care. Overall, participants were pleased with the training and saw it as beneficial and going beyond typical in-service training to provide them with useful skills. It was also noted by almost all participants that they felt the department was providing them with the needed resources to implement trauma-informed policing in the department.

If you are interested in more information on creating pre and post-test surveys for trauma-informed training or conducting more in-depth research on trauma-informed law enforcement, please contact Dr. Anjali Fulambarker, MSW, PhD at [afulambarker@govst.edu](mailto:afulambarker@govst.edu).

# **APPENDIX & REFERENCES**

## APPENDIX A: SETTING THE CONTEXT PRESENTATION SAMPLE

### Trauma informed law enforcement training objectives

#### Day 1

- Build skills in sitting meditation & mindful-movement. Learn how to start, support and maintain a daily meditation practice.
- Acquire skills for increased self-awareness and self-regulation through a new approach to situational awareness, threat assessment and impulse control.
- Understand how ongoing occupational stress can impact you and how you can normalize your own experiences through practicing non-judgment and self-compassion.
- Understand how mindfulness and a meditation practice can be critical in building short and long term resilience for your lives and careers.

### Trauma informed law enforcement training objectives

#### Day 2

- Understand key brain circuitries impacted by fear and trauma
- Understand the brain-based impacts of trauma on attention and memory encoding
- Understand common brain-based subjective and behavioral responses to sexual assault
- Understand and describe what trauma is and its lifelong impacts
- Recognize common trauma responses and how these manifest in both you and others and how it might present in your work
- Identify ways to address trauma responses in your work that can improve outcomes and relationships

### Trauma informed law enforcement training objectives

#### Day 3

- Recognize the benefits of employing trauma-informed response in adult sexual assault cases to improve investigation and prosecution.
- Define the important characteristics of trauma-informed approaches in adult sexual assault cases.
- Describe the interview format and guidelines in the trauma-informed victim interview protocol.



## APPENDIX A: SETTING THE CONTEXT PRESENTATION SAMPLE CONT.



### What is Trauma?

- Events that are experienced as overwhelming, incomprehensible and senseless threats to one's life and/or physical, emotional, or spiritual integrity where the individual is powerless and unable to exert control over their environment
- Any events or series of events that shatters an individual's sense of safety in the world and overwhelms their ability to adapt

### What is trauma informed?

- Realizes* the widespread impact of trauma and understands potential paths to recovery
- Recognizes* the signs and symptoms of trauma in clients, families, staff and others involved with the system
- Responds* by fully integrating knowledge about trauma into policies, procedures and practices
- Seeks* to actively resist re-traumatization

### Trauma informed law enforcement

- A workplace culture that focuses on the impacts of trauma on law enforcement staff, as well as the public being served through consistent recognition of the signs and impacts of trauma. Provides support, skills, and strategies to manage staff trauma, promote well-being and resiliency of staff, and actively works to avoid re-victimization/re-traumatization of victims when they are engaged in the criminal justice system.

## **APPENDIX B: CAMBRIDGE POLICE TRAINING TEAM**

**Kara Blue**, Operations & Development Coordinator, *Transition House*

**Ann DiMascio**, Patrol Officer, *Cambridge Police Department*

**Leonard DiPietro**, Deputy Superintendent, *Cambridge Police Department*

**Steven Donahue**, Lieutenant, *Cambridge Police Department*

**Alyssa Donovan**, Victim Advocate, *Cambridge Police Department*

**Sarah Drewicz**, Detective, *Cambridge Police Department*

**Tom Flynn**, Lieutenant, *Cambridge Police Department*

**Ashley Kmiec**, Detective, *Cambridge Police Department*

**Gianna Mathes**, Training Coordinator, *Cambridge Police Department*

**Casey McGrath**, Sergeant, *Cambridge Police Department*

**James Mulcahy**, Legal Advisor, *Cambridge Police Department*

**Katia Santiago-Taylor**, Advocacy and Legislative Affairs Manager, *Boston Area Rape Crisis Center*

**Tony Schwartz**, Detective, *Cambridge Police Department*

**Elizabeth Speakman**, Coordinator for the Domestic and Gender-Based Violence Prevention Initiative, *City of Cambridge*

**Pauline Wells**, Deputy Superintendent, *Cambridge Police Department*



## APPENDIX C: CAMBRIDGE POLICE DEPARTMENT TRAINING SPEAKERS AND FACILITATORS

**Justin Boardman**, a retired detective, was in Law Enforcement for 15 years, all with the West Valley City Police Department, Utah. During these years, he has had a very diverse career. His first eight years were spent as a patrol officer in this very active city. In that capacity, he was awarded the Police Star, multiple Life Saving, Distinguished Service, and Meritorious Service Awards. Justin has also been awarded the Utah Visionary Voice Award presented by the National Sexual Violence Resource Center and the 2017 Public Policy Award by the Utah Council on Victims of Crime. He was then assigned to the Property Crimes Unit for a short time and for seven years, was assigned to the Special Victims Unit. During his first year in Investigation's, Justin was awarded Investigator of the Year. He has conducted nearly 300 forensic child victim interviews, 140 adult sexual assault victim interviews, and was assigned nearly 1,200 sexual assault cases while in Investigations. Justin co-authored (along with Donna Kelly, Utah Prosecution Council) a Trauma Informed Victim Interview protocol for adult victims of sexual assault. This new protocol uses the Neurobiology of Trauma to gain additional information to be used in the investigation. This process has been studied and has shown to increase prosecutions along with procedure changes. Justin now presents and consults locally in Utah, Nationally, and Internationally on a variety of subjects. His focus is to strengthen investigations in a victim centered, suspect focused, and trauma informed ways. He also believes pushing culture change within the justice system. Recently Justin left active police work to focus on culture change within the community he loves.

**Dr. James Hopper** is an independent consultant and Teaching Associate in Psychology at Harvard Medical School. For over 25 years Dr. Hopper's research, clinical and consulting work has focused on the psychological and biological effects of sexual assault, child abuse, and other traumatic experiences. As a clinician Dr. Hopper works with adults who have experienced assault or were abused as children. In his forensic work, he testifies on short- and long-term impacts of child abuse and sexual assault. Dr. Hopper served on the Peace Corps Sexual Assault Advisory Council and consults and teaches nationally and internationally to civilian and military investigators, prosecutors, judges, victim advocates, commanders, and higher education administrators.

**Sharon Imperato**, is a Licensed Mental Health Counselor (LMHC) and Rape Crisis trained in the Commonwealth of Massachusetts, where she has been working in the field of sexual trauma for over 15 years. Sharon was the Manager of Clinical Services at the Boston Area Rape Crisis Center and is now currently the Clinical Innovation Projects and Training Director. Sharon is also a founding and proud member of the MenHealing Weekend of Recovery Clinical team ([menhealing.org](http://menhealing.org)). She has extensive experience in counseling (individual, group, couples, and family) and works extensively with all survivors and significant others of sexual trauma. Sharon is also an experienced trainer and has facilitated trainings ranging from how to appropriately respond to disclosures of sexual violence, to advanced clinical skills trainings for providers working with sexual trauma survivors, to how to provide services to male survivors of sexual trauma for students, military personnel, law enforcement, clinicians, advocates and other professionals. She has provided trainings to university counseling centers and has been a guest lecturer for undergraduate and graduate classes at Tufts University, Northeastern University, and Boston University. Sharon has been an adjunct faculty member at Boston University and Lesley University, and was a trauma specialist at other Boston area universities. Sharon worked as a per diem clinician at Riverside Community Care and gained experience in working with people with severe mental illness. Sharon maintained a private practice for 7 years where she provided clinical services to clients. Sharon continues to maintain a consultation/supervision practice and has for 12 years where she provides clinical supervision and consultation to LMHC candidates seeking licensure and other professionals on the issues of sexual trauma, vicarious trauma and self-care. Sharon has been providing supervision for interns and staff at the Boston Area Rape Crisis Center for over 10 years.

## APPENDIX C: CAMBRIDGE POLICE DEPARTMENT TRAINING SPEAKERS AND FACILITATORS CONT.

**Donna Kelly** has been a special victims prosecutor for more than 28 years, handling more than 3,000 cases of child abuse, sexual assault, domestic violence and murder cases. Ms. Kelly served as the sexual assault and domestic violence resource prosecutor for the Utah Prosecution Council from 2012 to 2017. She is now a Deputy District Attorney for Salt Lake County. She is an experienced, passionate and aggressive prosecutor seeking justice for all victims, even those who do not participate in prosecution. She has also been an advocate for laws and court rules that improve outcomes for victims and hold defendants accountable. In April 2014, Donna received the Utah Visionary Voice award from the National Sexual Violence Resource Center for her outstanding work to end sexual violence. She is the co-author of a Trauma Informed Victim Interview protocol for interviewing victims of trauma that has dramatically increased prosecution rates and has improved victims' interactions with the criminal justice system.

**Erin Miller**, Coordinator, Domestic Violence/Sexual Assault Program at Newton Wellesley Hospital, holds Master's degrees in Africana Studies and Domestic Violence, as well as certifications in addictions and traumatic stress studies. Her areas of expertise include the intersections of trauma and addictions, sexual & domestic violence in LGBTQ/T communities, and the needs of Haredi survivors of violence & abuse. She has consulted and/or trained for the Department of Justice, the Florida Coalition Against Domestic Violence, the Alabama Coalition Against Domestic Violence, and the Massachusetts Department of Public Health, amongst others. She has been adjunct faculty in Forensic Nursing at Boston College, and continues to teach at the Center on Domestic Violence at the University of Colorado. Currently, Ms. Miller serves on the project management teams of the National SANE TeleNursing Center, and the GLBTQ Trauma Informed Care Project out of US Administration for Children and Families. She also has the privilege of serving as the coordinator of the Domestic Violence/Sexual Assault Program at Newton-Wellesley Hospital in Newton, Massachusetts, providing services to patients, staff and the surrounding community.

**Nicholas Stein** is an award winning non-fiction TV Producer and Show-Runner who has worked on countless hours of television for myriad networks and production companies over the past 40 years. Most recently, as the Series Producer of the National Geographic Channel's "Border Wars" series, Stein and his crews gained unparalleled access to contested areas of the US/Mexican border, embedding with the operational units of US Customs and Border Protection, ICE, DEA and the Coast Guard. As a result of witnessing - and thus experiencing - the suffering so prevalent in the border zone, Stein began a journey from meditation practitioner to mindfulness meditation facilitator by studying at UCLA's Mindfulness Awareness Research Center (MARC) and attending various silent retreats in locations such as Spirit Rock. After completing two years of MARC's Intensive Practice Program (IPP), Stein was accepted into the Engaged Mindfulness Institute's (EMI) inaugural class and received a Certification of Mindfulness Facilitation in June 2016. Due to his years of work with the men and women of law enforcement who serve along the US Border, Stein now dedicates himself to introducing the concepts and techniques of mindfulness meditation to foster resilience in this community. He has traveled to New Mexico, Texas and Washington DC to bring this knowledge to US Border Patrol Peer Support agents and CBP's Officer Chaplains. In addition, his work is expanding to local and regional police departments in the San Francisco East Bay area and most recently, to the Greater Cambridge Massachusetts area. Nick also offers a new keynote address via the National Geographic's Speakers Bureau. It is called Border Wars from Mayhem to Mindfulness and he's presented it at the Ford Motor Company Hdqrs. in Dearborn, Michigan and to the Women's Lawyer Association of Los Angeles. Stein lives in Studio City, CA with his wife, Susan McGuire, a CA licensed MFT Psychotherapist and Jungian Analyst.

## APPENDIX D: SAMPLE TRAINING AGENDA

*In addition to this agenda for participants, the planning team had our own agenda with notes about speakers, transitions, food delivery details, etc.*

### **Cambridge Police Department Trauma-Informed Approaches to Law Enforcement**

Monday, November 18th, Tuesday November 19th, Wednesday November 20th: 8:00-4:00PM

Location: Biogen, Binney Street, Building 8

Contact Information for assistance before or during the training: Kara Blue: (cell information) Alyssa Donovan: (cell information)

#### **Monday, November 18, 2019**

8:00-8:30AM Registration & Breakfast

8:30-9:30AM Welcome & Introductions

Police Commissioner

City Manager

Planning Team

#### **9:30-4:00PM**

**Speaker:** Nick Stein

**Topic:** Resiliency & Mindfulness

#### **Learning Objectives:**

At the completion of this training, participants will be equipped to:

- Build skills in sitting meditation & mindful-movement. They will learn how to start, support and maintain a daily meditation practice.
- Acquire skills for increased self-awareness and self-regulation through a new approach to situational awareness, threat assessment and impulse control.
- Understand how ongoing occupational stress can impact them and how they can normalize their own experiences through practicing non-judgment and self-compassion.
- Understand how mindfulness and meditation practice can be critical in building short and long term resilience for their lives and careers.

12:00-12:45 Lunch

12:45-3:45 Nick Stein continued

3:45-4:00 Presenter evaluations, closing remarks and check outs

#### **Tuesday, November 19, 2019**

8:00-8:15AM Registration & Breakfast

8:15-8:30AM Mindfulness with Nick Stein

8:30-8:40AM Check ins

#### **8:40-11:45AM**

**Speaker:** Dr. James Hopper

**Topic:** Sexual Assault: Brain, Experience, Behavior and Memory

**Description:** Traumatic experiences have immediate, powerful and potentially long-lasting effects on the human brain. This presentation explains how fear and trauma can alter brain functioning during sexual assault. Participants will learn about the key brain circuitries impacted by fear and trauma, including the prefrontal cortex and the circuitries of fear and memory. Participants will come to understand brain-based experiences, behaviors and memory characteristics that are, unfortunately, still commonly misunderstood by many who work with victims of sexual assault. This presentation provides a critical foundation for learning and applying trauma-informed responses with people who have been sexually assaulted.

## APPENDIX D: SAMPLE TRAINING AGENDA

### Learning Objectives:

- Understand key brain circuitries impacted by fear and trauma
- Understand the brain-based impacts of trauma on attention and memory encoding
- Understand common brain-based subjective and behavioral responses to sexual assault

11:45-12:30 Lunch

### 12:30-4:00PM

**Speakers:** Sharon Imperato and Erin Miller

**Topic:** Understanding the Dynamics of Trauma

### Learning Objectives:

- Understand and describe what trauma is and its lifelong impacts
- Recognize common trauma responses and how these manifest in both you and others and how it might present in your work
- Identify ways to address trauma responses in your work that can improve outcomes and relationships

3:30-4:00PM Presenter evals, closing remarks and check outs

### Wednesday, November 20, 2019

8:00-8:15AM Registration & Breakfast

8:15-8:30AM Mindfulness with Nick Stein

8:30-8:40AM Check ins

### 8:40-12:00PM

**Speakers:** Donna Kelly, Justin Boardman, Katia Santiago-Taylor and Ashley Kmiec

**Topic:** Trauma informed approaches/systems in law enforcement

**Description:** Kelly and Boardman created a Trauma-Informed Victim Interview (TIVI) protocol for adult victims of sexual assault based on the principles of the neurobiology of trauma. The TIVI is a simple yet powerful method that produces effective interviews rich in detail and promotes healing for victims. This protocol has been studied and has been shown to produce increased prosecutions in cases. Kelly and Boardman do frequent presentations for criminal justice professionals and have trained more than 5,000 people on trauma and the TIVI. Their audiences have included venues in Utah and at the Conference on Crimes Against Women; the Driving Change Conference; and the End Violence Against Women International Conference.

### Learning Objectives:

- Participants will be able to recognize the benefits of employing trauma-informed response in adult sexual assault cases to improve their investigation and prosecution.
- Participants will be able to define the important characteristics of trauma-informed approaches in adult sexual assault cases. Participants will be able to describe the interview format and guidelines in the trauma-informed victim interview protocol.

12:00-12:45 Lunch

12:45-3:30PM Justin/Donna continued

3:30-4:00PM Group Reflection, Post-survey evals, Speaker evals

### UNDERSTANDING TRAUMA

#### The brain during trauma

The brain can sometimes focus on survival during traumatic events, such as a sexual assault. Sometimes our brains lose the ability to think rationally and can turn to "survival instincts," which are reflex responses that happen automatically. This can look different for each person, but sometimes it includes:

##### *Dissociation*

feeling disconnected from one's body and/or going on 'autopilot.'

##### *Freezing*

a feeling of being unable to move or speak.

##### *Habit responses*

responding in ways that we learned to lighten tension such as being nice, polite or responding in "face-saving" ways.

#### Memories

Memories of traumatic events are processed differently than other memories. You may have clear memories of specific details but may have trouble organizing them in order that they happened. Memories often will be scattered, and some memories *may* come back days or weeks after an assault. You may have a hard time recalling some direct details after an assault, such as the person's face or build; however, it is also not unusual for you to have a very clear memory of related but not direct details, such as the sound of traffic outside or the pattern of ceiling tiles, or feel of the fabric on your skin. Again, the brain is focused on surviving the trauma and sometimes that means zoning out of what is happening in the moment.

Please remember, be kind to yourself and practice self-compassion. Everything discussed here can be a response to a traumatic event as well as a response to a reminder (trigger) to the event, such as talking about it. It is important to validate your responses no matter when they occur or why.

There are resources and support to cope with the effects of the trauma.

#### What to expect after trauma

There is no "right" way to respond to a trauma. After trauma there is a wide range of things you might experience. You may have some of these responses now, or you may have them in the future - all of this is normal. There are resources available if you would like support with any of these impacts:

##### *Thinking*

You may have a difficult time focusing or feel like your thoughts are sped up or slowed down; you may be having flashbacks (re-experiencing the event) or intrusive images (replaying the event).

##### *Behavior*

You may feel easily overwhelmed, angry or impatient; you may want to be surrounded by people, or you might want to be by yourself.

##### *Emotions*

You may feel like you are on an emotional rollercoaster; you may feel overwhelmed; you may feel numb; you may feel grief, guilt or shame.

##### *Physical*

You may notice changes in your sleep or eating habits; you may notice changes physically, like headaches and body aches, or nausea.

**Coping strategies** can help you manage these trauma responses in a way that allows you to move to the next moment. It is not about fixing or making them go away. Each person will be comforted by different things and some will be helpful one time but not another.

##### *Distraction*

Read, watch a favorite tv show, clean and tidy up, do a puzzle, talk to friends.

##### *Grounding*

Take deep breaths, count your breaths, meditate, squeeze a stress ball.

##### *Emotional release*

Yell or scream, take a cold shower, let yourself cry, watch funny videos.

##### *Self-love*

Cook a special meal, buy a small treat, take a long shower.

##### *Thought challenge*

Write down negative thoughts and list all the reasons they may not be true. If someone you love had these thoughts, what advice would you give?

##### *Access your higher self*

Volunteer, do random acts of kindness, help others.

## APPENDIX F: EVENTBRITE LAYOUT

NOV  
18

### Cambridge Police Department Trauma Informed Law Enforcement Training

by Cambridge Police Department [Follow](#)



Sales Ended

Details

#### Description

The seventh Trauma Informed Law Enforcement Training sponsored and hosted by the Cambridge Police Department, in collaboration with the Cambridge Domestic and Gender-Based Violence Prevention Initiative, the Boston Area Rape Crisis Center and Transition House will be held November 18, 19, and 20, 2019. This innovative training provides a framework for understanding trauma in the context of law enforcement; including how trauma affects officers and how it affects victims in the community.

This is a 3-day training (8am-4pm) and participants are expected to attend all sessions. The first phase of the training is on resiliency and how law enforcement can mitigate the impacts of trauma and increase their resiliency on the job and off. Participants will then receive in-depth information about what trauma is, how it impacts people differently, and how trauma looks across the life span. Additionally, participants will learn how the brain is impacted by trauma, specifically in sexual assault cases, and how that can show up in an investigation and prosecution. During the final day, participants will learn about and practice using a trauma informed investigation and interview tool.

Although this training was developed for law enforcement, we welcome our community partners as they join our efforts to provide best practice trauma-informed services within the communities we serve. We have found the content to be applicable to those who are domestic and sexual violence service providers, SANE nurses, victim witness advocates, prosecutors, and anyone who supports survivors of trauma within the context of their work. Having a diverse audience at this training allows for a greater learning experience for all and creates many opportunities for sharing various perspectives. We truly value our collaboration with community partners and we hope you will consider joining us.

Each of the training sessions will feature experts in the field from across the country.

*Session 1 Resiliency:* Nick Stein, Certified Mindfulness Facilitator

<http://www.nicksteinproductions.com/>

*Session 2 Trauma Across the life span and Brain Impacts of trauma:* Erin Miller, Newton-Wellesley Hospital and Sharon Imperato, BARCC along with Dr. James Hopper, Ph.D.

<https://www.jimhopper.com/>

*Session 3 Trauma Informed Investigations:* Sexual and Domestic Violence Prosecutor Donna Kelly and Retired Special Victims Detective Justin Boardman

<https://justinboardman.com/>

<https://www.ksl.com/?nid=148&sid=30466529>

#### Date And Time

Mon, Nov 18, 2019, 8:00 AM -  
Wed, Nov 20, 2019, 4:00 PM EST

[Add to Calendar](#)

#### Location

Biogen  
Building 9  
Cambridge, MA 02142

[View Map](#)

### **Trauma Informed Victim Interview Guidelines**

#### **Officer Preparation**

- ☐ Review all available reports and evidence, or if not yet available, talk with first responders and dispatchers
- ☐ Coordinate with the CPD Victim Advocate to schedule the victim interview to ensure advocate presence in interview
- ☐ Approach interview in a calm, compassionate, empathetic and non-biased way

#### **PHASE ONE – GOAL: SET TONE and RULES**

- ☐ Introductions and explanation of roles of police and advocates
- ☐ Explain purpose of the interview: gather as much information as victim can give about what happened
- ☐ Notify that interview will be recorded
- ☐ Emphasize the importance of giving ALL the information -- “Don’t leave anything out.”
- ☐ Ask victim not to guess about anything – “It’s OK to say, ‘I don’t know.’”
- ☐ Let the victim know that traumatic experiences can affect the way the brain stores information and that’s normal
- ☐ As standard practice, no support person (besides CPD Victim Advocate) will be in the room. If the victim insists, review the support person role and potential of being called as witness
- ☐ Attend to person’s needs and answer any questions about process
- ☐ Acknowledge that recalling the events may be difficult or painful at times

#### **PHASE TWO – GOAL: CRIME SCENARIO NARRATIVE**

*“Help me understand everything you are able to remember about what happened.”*

- ☐ Use open-ended questions
- ☐ Do NOT interrupt victim narratives
- ☐ Use silence as a tool
- ☐ Ask sensory and “feelings” questions
- ☐ Avoid questions that request information in a sequential format – Ex: “What else happened?” instead of “What happened next?”
- ☐ Avoid asking “why” questions whenever possible
- ☐ Follow up on narratives using “headline” style questions – Ex: “I want to talk about everything that happened in the car.”
- ☐ If hard questions are necessary, explain why you are asking them
- ☐ Ask if there is anything else victim would like to talk about

#### **PHASE THREE – GOAL: CLOSURE and CASE PLAN**

- ☐ Express thanks for what person has done so far
- ☐ Encourage victim to focus on their life and healing
- ☐ Explain next steps in process, but never make promises about outcomes
- ☐ Give contact info, trauma information sheet and best way to communicate

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## APPENDIX H: RESEARCH EVALUATION FROM NOVEMBER 2019 TRAINING

### Example of a Summary of Findings from one of the trainings Trauma-Informed Law Enforcement Training Pre/Post Evaluations – November 2019 Compiled by Dr. Anjali Fulambarker, Department of Social Work, Governors State University (May 2020)

#### Introduction

This report details the comparison of the pre and post-test scores for the Trauma-Informed Law Enforcement Training offered in November 2019. The evaluation was designed specifically for this training to measure the knowledge, skills, confidence, and comfort gained by participants gained through the training sessions. The topics covered in this training include resilience, trauma, trauma-informed investigations, and mindfulness. Questions measured participant knowledge about resilience and trauma, as well as skills associated with these topics. The measures also evaluated self-reported confidence and comfort in employing trauma-informed investigation skills and mindfulness techniques. There were 60 participants in the three-day training that completed either a pre-test or post-test. The below analyses compare participant answers from the pre-test compared to the post-test and for these questions only 37-40 individuals answered questions on either the pre or post-test, and therefore, answers from 20-23 individuals are not included in these analyses.

**Resilience and Mindfulness - Knowledge and Skills**

Five multiple choice and true/false questions measured participant knowledge about resilience and mindfulness skills. Responses were coded as correct if the correct answer to the question was selected and incorrect if the participant selected the response option "I'm not sure" or the incorrect answer. The knowledge questions focused on information about the impact of stress and the definition of resilience. The skills questions were related to practicing mindfulness and effects on resilience. Table I below includes the results of a paired t-test comparing the summed scores for the resilience skills and knowledge questions. There was an increase in the mean pre and post-test scores for this section.

Table I.

<i>Table I. Mean pre and post-test scores for resilience and mindfulness</i>			
Mean Pre-Test Score (out of 5)	Mean Post-Test Score (out of 5)	Difference in Means	Observations
4.08	4.65	.57	37

#### Trauma and Trauma-Informed Investigations - Knowledge and Skills

Seven multiple choice and true/false questions measured participant knowledge about trauma and trauma-informed investigation skills. The knowledge questions focused on information about trauma and the fear circuitry of the brain. The skill-related questions were focused on trauma-informed investigations and recognizing the signs of trauma. Table II below shows the results of a paired t-test comparing the summed scores for the trauma skills and knowledge questions. There was an increase in the mean pre and post-test scores for this section.

<i>Table II. Mean pre and post-test scores for trauma and trauma informed investigations</i>			
Mean Pre-Test Score (out of 7)	Mean Post-Test Score (out of 7)	Difference in Means	Observations
5.35	6.11	.76	37

## APPENDIX H: RESEARCH EVALUATION FROM NOVEMBER 2019 TRAINING CONT.

### Confidence

Self-reported confidence in utilizing the skills and techniques related to trauma-informed investigations and mindfulness taught in the Trauma-Informed Law Enforcement Training was measured by asking participants to rate their level of confidence in their ability to perform the task at the time (pre or post training). Participants rated their level of confidence using a scale of 0-10, with 0 being “cannot do at all,” 5 being “moderately certain can do,” and 10 being “highly certain can do.” Paired t-tests were performed to measure the difference in means between the pre and post-test ratings. There was a statistically significant difference in the mean pre-test and mean post-test scores for all questions related to participant confidence. Table III includes the mean scores and difference in means for each question measuring participant self-reported confidence levels.

<b>Table III. Participant confidence in utilizing trauma and resiliency skills</b>				
<b>Question</b>	<b>Mean Pre-test Rating</b>	<b>Mean Post-test Rating</b>	<b>Difference in Means</b>	<b>Observations</b>
I can use trauma-informed investigation/interviewing skills to prevent victims from experiencing further trauma	5.48	8.8	3.33	40
I can recognize signs of trauma in victims	6.93	8.8	1.88	40
I can conduct a trauma-informed investigation /interview with victims of sexual assault	5.03	8.55	3.53	40
I can use my trauma-informed investigation or interviewing skills and my agency will support me	6.03	8.68	2.65	40
I can use mindfulness techniques to minimize the stress that I experience on the job	6.48	8.5	2.03	40
I can use trauma-informed investigation/interviewing skills even in particularly difficult cases	5.68	8.55	2.88	40

### Comfort

Self-reported comfort in utilizing the skills and techniques taught in the Trauma-Informed Law Enforcement Training was measured by asking participants to rate their level of comfort in their performing the task at the time (pre or post training). Participants rated their level of comfort using a scale of 0-10 with 0 being “not at all comfortable,” 5 being “moderately comfortable,” and 10 being “highly comfortable.” Paired t-tests were performed to measure the difference in means between the pre and post-test ratings. There was a statistically significant increase in the mean pre-test and mean post-test scores for all questions related to participant level of comfort. Table IV lists the mean scores and difference in means for each question measuring participant self-reported comfort levels.

## APPENDIX H: RESEARCH EVALUATION FROM NOVEMBER 2019 TRAINING CONT.

*Table IV. Participant level of comfort in utilizing trauma and resiliency skills*

Question	Mean Pre-test Rating	Mean Post-test Rating	Difference in Means	Observations
Using trauma-informed investigation/interviewing skills	5.33	8.68	3.35	40
Conducting an investigation/interview with victims of sexual assault in a trauma-informed way	5.33	8.48	3.15	40
Using mindfulness techniques while I am at work	5.8	8.43	2.63	40
Recognizing signs of trauma	6.88	8.88	2	40
Talking to a trusted person about stressful experiences I have at work	7.23	8.65	1.43	40
Using trauma-informed investigation/interviewing skills even in particularly difficult cases	5.08	8.54	3.46	13*

*\*Please note that only 13 participants answered both the pre- and post-test question*

### Summary & Implications

Overall, there was a statistically significant increase in participant scores on 12 pre and post-test questions evaluating knowledge and skills related to resilience and trauma. The average pre-test score for the knowledge/skills sections were 79.8% correct and the average post-test score was 91.2% (for 33 observations – participants that did not answer a question both on the pre-test and post-test were dropped from the paired t-test calculations). There was a statistically significant increase in the mean participant self-reported level of confidence and comfort in using trauma-informed investigation skills and mindfulness techniques pre-test compared to post-test. These results demonstrate that participants gained knowledge, as well as confidence and comfort in utilizing skills that were taught in training. As with any program evaluation, there are limitations to interpreting these results as the evaluations relied on participant self-report and the pre-test knowledge/skill questions had high baseline results. The training demonstrates promise in conveying important trauma-informed knowledge and skills that participants feel confident and comfortable employing.

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\*The definition and development of Trauma Informed Law Enforcement was created by Alyssa Donovan and Elizabeth Speakman in 2019 based on the information and content covered in the training. This definition may be used, copied and reproduced without the explicit permission of either individual, the City of Cambridge, or Cambridge Police Department.

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