

U.S. Department of Justice
Office of Justice Programs
Office for Victims of Crime



National
Victim Assistance
Academy

VIDEOTAPE SERIES:

Meeting the
Needs of
Underserved
Victims

Office for Victims of Crime

OVC

"Putting Victims First"

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U.S. Department of Justice Response Center
1-800-421-6770

NCJ 195656

This document was prepared by the Victims' Assistance Legal Organization under grant number 95-MU-GX-K002, awarded by the Office for Victims of Crime, Office of Justice Programs, U.S. Department of Justice. The opinions, findings, and conclusions expressed in this document are those of the authors and do not necessarily represent the official position or policies of the U.S. Department of Justice.

The Office for Victims of Crime is a component of the Office of Justice Programs, which also includes the Bureau of Justice Assistance, the Bureau of Justice Statistics, the National Institute of Justice, and the Office of Juvenile Justice and Delinquency Prevention.

Meeting the Needs of Underserved Victims

Video Discussion Guide

Video produced by
Video/Action

for the

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U.S. Department of Justice

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August 2005

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Introduction

The *Meeting the Needs of Underserved Victims* video and discussion guide were developed to offer insights into the challenges faced by underserved victim populations in accessing and service providers in providing comprehensive and effective victim services in the aftermath of crime. The videotape and discussion guide are useful tools for victim service providers, criminal and juvenile justice professionals, and allied professionals.

Many crime victims are underserved. They often do not receive services and support that can fully meet their physical, emotional, spiritual, and financial needs after a victimization. Meeting victims' needs is far more difficult when their access to rights and services is complicated by factors such as ethnicity, geographic isolation, language barriers, cultural intolerance, disability, and/or lack of appropriate social support. Generally, victims have legislatively protected rights to be present and heard at all stages of the criminal justice process—rights that underserved victims may not know about, understand, or act on. Thus, victims can be doubly underserved. No universal formula to meet the needs of all underserved populations exists because of the uniqueness of each group. Yet, one can improve response protocols by looking carefully at specific populations and asking victims for feedback.

The 13-minute video features discussions with five victims who represent the following underserved populations in the United States:

- ❖ Deaf and hard of hearing people.
- ❖ Rural American Indians.
- ❖ Inner-city youth.
- ❖ Women migrant workers.
- ❖ Individuals with disabilities.

The discussion guide contains questions and discussion points for two additional underserved victim populations that are not featured in the video: victims of hate and bias crimes and financial crimes.

Facilitator Tips for Using the Meeting the Needs of Underserved Victims Video and Discussion Guide

The video and discussion guide are valuable training tools for victim service providers, criminal and juvenile justice professionals, mental health providers, allied professionals, and other audiences who seek to better understand the difficulties and challenges faced by all underserved victim populations and, in particular, the populations featured in the video. The *Meeting the Needs of Underserved Victims* video can be viewed in its entirety or in segments. The individuals interviewed discuss their personal experiences with crime and their short- and long-term needs and concerns in the aftermath of crime. They make suggestions on how the criminal justice system can improve its responses to lessen victims' trauma.

To facilitate discussion of each of the video’s segments, turn to the corresponding section in the discussion guide. Each section offers a framework for moderating a discussion; it provides facilitators with questions and “probes” — possible answers or responses to each question that are based on research on victim trauma and underserved victims — to use during a discussion.

The discussion guide questions are designed to spark dialog among participants about issues raised in the video. Moderators may choose any of several ways to use the questions, depending on the size and composition of the group. Moderators may want to create viewer worksheets on which participants can write their thoughts. They may want to divide participants into smaller groups to discuss the questions, then report back to the larger group. When deciding how to structure a discussion, facilitators should consider how to reinforce the issues raised by the video and give participants opportunities to apply those ideas to their work.

Meeting the Needs of Underserved Victims provides viewers with insights into the needs of underserved victim populations and how these needs can be better served by victim service providers and allied professionals. The recommendations in the discussion guide and video on how to better serve the needs of underserved victim populations are not all inclusive; rather, they are intended to promote dialog among viewers about the challenges faced by underserved victims and how service providers can work effectively to overcome those challenges.

The video can serve as a primer about the needs of underserved victim populations, from the time the crime occurs through the criminal or juvenile justice process. It can be a useful audiovisual aid for

- ❖ Introductory training for new staff.
- ❖ Continuing education for existing staff.
- ❖ Professional training and education programs for victim service providers, criminal and juvenile justice officials, and allied professionals.
- ❖ Public awareness efforts that seek to increase understanding of victimization and victims' rights and needs.
- ❖ Victim awareness programs that seek to help offenders better understand the impact of crime on victims.

Depending on the audience and venue, discussion facilitators can

- ❖ Develop viewer worksheets—using the discussion questions—to encourage individual reflection on the issues addressed in the video.
- ❖ Provide opportunities for viewers to apply the issues raised by the video to their own experiences, either as crime victims or as professionals who work with crime victims.
- ❖ Divide viewers into small groups to discuss their ideas and opinions, with the opportunity to share insights with the whole group.

- ❖ Document key points of group discussions on tear sheets to offer a visual summary of the proceedings.

Below are suggested resources to augment effective facilitation:

- ❖ VCR and monitor.
- ❖ Viewer worksheets.
- ❖ Tear sheet pads and easel.
- ❖ Markers.
- ❖ Masking tape.

Segment One: Creating Services for the Deaf and Hard of Hearing Community

Victims who are deaf or hard of hearing need service providers with whom they can communicate effectively in the aftermath of crime. To explain their needs and understand their rights, these victims may require skilled interpreters at virtually every stage of the criminal or juvenile justice process. Service providers should be familiar with the kinds of challenges that deaf and hard of hearing victims may encounter after a victimization. Service providers should reach out to and collaborate with allied professionals in the deaf and hard of hearing community to ensure that victims' needs are met in

a comprehensive way. This segment will help viewers understand

- ❖ Communication challenges for victims who are deaf or hard of hearing.
- ❖ Short- and long-term concerns of victims who are deaf or hard of hearing.
- ❖ The need for effective collaboration between service providers and the deaf and hard of hearing community.

1. What are the communication challenges that deaf and hard of hearing victims face after victimization?

Facilitator Probes

- ❖ Communicating with and receiving help from people who do not understand sign language.
- ❖ Verbal communication skills of the deaf and hard of hearing that vary enormously, making it difficult for them to be understood.
- ❖ The trauma associated with loss of hearing as a direct result of the crime.

2. What kinds of barriers make it difficult for deaf and hard of hearing people to communicate after a victimization?

Facilitator Probes

- ❖ Injuries that may prevent deaf and hard of hearing victims from using their hands to sign.
- ❖ Lack of auxiliary devices to help them communicate.

- ❖ The capacity to communicate, which may be influenced by other factors such as visual impairments and deficiencies in cognitive abilities.
- ❖ Victim assistance providers and other professionals who are unfamiliar with their communication needs.
- ❖ First responders who are unresponsive and/or biased because of preconceived notions about deaf and hard of hearing people.

3. How can service providers help deaf and hard of hearing victims overcome barriers?

Facilitator Probes

- ❖ Form proactive relationships with other responders who know sign language.
 - ❖ Make eye contact and a conscious effort to communicate openness to try whatever methods of communication work best.
 - ❖ Be sensitive to how victims identify their impairment and the best ways to support them.
 - ❖ Understand the varying degrees of hearing impairment that affect a victim's ability to communicate or to be understood.
- ### **4. What are some of the immediate difficulties that victims could have after a victimization that would be complicated by a lack of hearing and the need to communicate using sign language?**

Facilitator Probes

- ❖ Inability to cry out and attract the attention of people to come to their assistance and resulting feelings of helplessness and fear.
 - ❖ TTY lines on 911 calls that are not always accessible from all types of phones and victims who do not know how to use them.
 - ❖ Difficulty in describing injuries to individuals who are not trained in sign language, particularly when victims are frightened or traumatized.
 - ❖ Emergency care providers who are not trained to communicate with victims who cannot hear or speak clearly.
- 5. What are some of the long-term concerns about the criminal justice system that deaf and hard of hearing victims might have after a victimization?**

Facilitator Probes

- ❖ Being able to pay for interpreters to guide them through the criminal justice process. (Service providers can collaborate with county offices of deaf services and not-for-profit organizations to ensure that payment for interpreters is not a burden to victims.)
- ❖ Understanding crime victim compensation and other rights that may be complex without assistance from interpreters.

- ❖ Providing accurate and complete testimony about a crime to the best of their abilities. (This may require collaboration among victim/witness advocates, prosecutors, county offices of deaf services, and interpreters.)
- 6. How should victim service providers make contact with the deaf and hard of hearing population in their communities so that victims are aware of the rights and services to which they are entitled?**

Facilitator Probes

- ❖ Seek assistance from service providers in the deaf and hard of hearing community in disseminating information about victims' rights and services.
 - ❖ Collaborate with county offices of deaf services to provide interpreters, sign language education, and advocacy programs.
 - ❖ Reach out to clinics and commercial providers of hearing aids that serve deaf and hard of hearing people.
 - ❖ Proactively reach out to the general community of deaf and hard of hearing people to explain victims' rights and services.
- 7. What steps can victim service providers take to determine and implement agency goals to improve services to deaf and hard of hearing victims?**

Facilitator Probes

- ◆ Define and determine attainability of immediate and short- and long-term objectives. Establish a timeframe to meet those objectives.
- ◆ Within the agency,
 - Assess services, facilities, and availability of assistive devices.
 - Train staff on needs and concerns of deaf and hard of hearing victims.
 - Evaluate the need for further change and determine funding requirements.
- ◆ In the professional community,
 - Conduct outreach to professionals who serve the deaf and hard of hearing community and assess the potential for collaboration.
 - Form partnerships.
 - Conduct cross training.
- ◆ In the community,
 - Educate the deaf community about victims' rights and the availability of services targeted to deaf and hard of hearing individuals.
- ◆ Evaluate results.

Segment Two: Providing Services to Isolated Crime Victims

Crime victims who live in rural and isolated areas face various challenges in accessing victim services. They may be unaware of their rights and available services or choose not to access them. Cultural mores such as self-reliance, family loyalty, and respect for privacy often discourage victims from reporting crime. Long distances and poor public transportation inhibit victims from traveling to larger communities to access services. Additionally, rural and isolated areas include American Indians and immigrant groups that are culturally and ethnically diverse. This segment will help viewers understand

- ❖ Barriers to services that crime victims confront in rural and isolated areas.
- ❖ Collaborative initiatives in rural areas that can improve services.
- ❖ Factors that can inhibit American Indian crime victims from accessing services.

1. What are some of the key challenges faced by crime victims who live in isolated areas?

Facilitator Probes

- ❖ Conditions brought on by poverty, including lack of telephones, personal and/or public transportation, and community resources to promote education about victims' rights and services.

- ❖ Long geographical distances to get to police stations, courthouses, shelters, hospitals, and legal aid offices; difficulties in making numerous trips.
 - ❖ Limited knowledge among criminal justice professionals about victims' rights and needs because of a lack of training.
 - ❖ Lack of crisis response, local victim services, and shelters.
- 2. What are the cultural factors in isolated areas that may determine to whom victims can go for assistance and support?**

Facilitator Probes

- ❖ Language barriers.
- ❖ Cultural mores that underscore gender dominance and sanction abuse of women and children.
- ❖ Religious or ethnic leaders as the only source of advice and support in times of crisis.
- ❖ Religious or ethnic leaders who potentially diminish the seriousness of a victimization.
- ❖ Lack of confidentiality, and the fact that everyone may know one another and their problems.
- ❖ Strong family loyalty dynamics, a tradition of "not washing dirty laundry in public," and an unwillingness to identify offenders in the family.

- ❖ A deep sense of community and intolerance of outsiders who try to fulfill the role of victim service provider on a part-time basis.
 - ❖ Modesty and pride among rural American women that may prevent them from seeking help from strangers after they have been victimized.
- 3. How is the need for victim services and support generally addressed in isolated areas of the country?**

Facilitator Probes

- ❖ By victim advocates who cover several jurisdictions, sometimes called “circuit riders.”
 - ❖ Through various forms of technology, including telecommunication and telemedicine.
 - ❖ Through the clergy and other spiritual leaders in ethnic populations.
 - ❖ With specific grants from the federal and state governments to provide victim services in rural areas and designated for Indian Country.
- 4. What kind of initiatives may improve victim services for people who live in isolated areas?**

Facilitator Probes

- ❖ Research the cultural fabric of the county to determine what binds it together and in groups, such as language and dialects, predominant faiths, and ways of making a living.

- ❖ Identify local community leaders and work with them to improve victim services in the outlying regions.
- ❖ Develop teams of volunteers who are trained in victim sensitivity, rights, and needs.
- ❖ Invite members of the allied helping professions to train on victim sensitivity, rights, and needs.
- ❖ Form partnerships with existing cultural, agricultural, community, and faith-based organizations to provide victims with appropriate and informed support and referrals to service providers.
- ❖ Form service bridges between limited local victim services and service networks in nearby cities or metropolitan areas.
- ❖ Ignite the interest of state legislators about victims' needs in isolated areas to secure funding for improved services.

5. When isolated crime victims also are American Indian, what cultural factors affect the kind of services with which they may feel comfortable?

Facilitator Probes

- ❖ Preference for tribal law over district or federal law.
- ❖ Language barriers.
- ❖ Communication styles that vary or are in conflict (e.g., many American Indians value and are more comfortable with silence).

- ❖ Differences in social behavior (e.g., many American Indians consider eye contact and strong handshakes invasive).
 - ❖ Distrust of outsiders, particularly government employees, because of past history of prejudice and unfair treatment.
 - ❖ Tradition of tolerating adversity (including victimization) that may lead to low reporting of crimes.
 - ❖ Tradition that values the well-being of the group over the individual.
 - ❖ Potential of alcohol and substance abuse as pre-victimization and postvictimization factors (this factor affects victims of all cultures).
- 6. What steps can service providers take to determine and implement agency goals to assist victims in accessing services when they live in isolated and rural areas?**

Facilitator Probes

- ❖ Define and determine attainability of immediate and short- and long-term objectives. Establish a timeframe to meet those objectives.
- ❖ Within the agency,
 - Evaluate victims' limitations in accessing services (long-distance travel and communication).
 - Develop resources to address travel barriers.
 - Develop resources to address language barriers.

- Train providers on cultural competency relative to the needs of the population.
- Evaluate the need for further change and determine funding requirements.
- ◆ In the community,
 - Identify and contact potential collaborators among community-based organizations and enlist their support.
 - Contact allied professionals and enlist their support.
 - Conduct cross training.
 - Seek outreach venues to educate isolated populations on victims' rights and availability of services.
 - Contact local policymakers and enlist their support.
- ◆ Evaluate results.

Segment Three: Bringing Hope to Urban Communities

Youth in inner cities with high crime rates often must deal with tough environments in which repeat victimization is common. Families, schools, and communities are critical partners in establishing effective interventions that provide alternatives for inner-city youth who have fallen victim to the culture of violence. Special attention should be given to victims of gang violence so they feel safe

enough to report their own victimizations and can access the support and services they need. This segment will help viewers understand

- ❖ Factors that contribute to high rates of youth victimization in urban communities.
 - ❖ Effective intervention strategies for young victims of violence to avoid repeat victimizations.
 - ❖ Unique challenges posed by gang violence.
1. **What are some of the contributing factors to victimization among youth in urban communities that have high crime rates?**

Facilitator Probes

- ❖ Hostile environments, risky behavior by victims, lack of prevention measures, and the high prevalence of violent victimization.
- ❖ Poverty, minimal parental involvement, few or no after-school community resources, and a lack of opportunities to engage in healthy activities.
- ❖ Substance abuse and addiction as correlating factors in victimization.
- ❖ High prevalence of trafficking in illegal substances, attracting many youth to an “easy” way to make money.
- ❖ Gang life and activities that can attract youth and glamorize a culture of crime and revenge.
- ❖ Marginalization of religious and ethnic groups that might otherwise offer support.

2. What types of interventions might alter young people's attitudes toward violent behavior patterns to reduce future victimization, while supporting their participation in the criminal justice system?

Facilitator Probes

- ❖ Immediate support from the moment a youth enters an emergency room with an injury caused by violence.
 - ❖ Followup assessment of a victim's family to evaluate risk of repeat victimization and a strategy for long-term prevention.
 - ❖ Counseling for victims and families to better cope with the effects of injuries caused by violence.
 - ❖ Connecting youth to healthy environments and positive recreational activities in the community.
 - ❖ Legal assistance to help parents and victims move successfully through the criminal justice system.
 - ❖ Assistance with obtaining crime victim compensation.
 - ❖ Assistance from neighborhood watch groups that look out for the safety of youth who have been victimized.
 - ❖ Assistance with relocation when necessary.
- 3. What types of community participation may be helpful to address repeat victimization among youth in urban areas?**

Facilitator Probes

- ❖ Leaders of the clergy and respected members of the neighborhood who mentor at-risk youth and young crime victims about violence prevention.
- ❖ Community members who organize venues that heighten awareness of the needs of young crime victims.
- ❖ Concerned parents who volunteer and are trained to respond to the needs of young crime victims.
- ❖ School officials and teachers who provide outreach to youth and their parents about crime and victimization.
- ❖ Mental health counselors and hospital social workers who develop protocols that provide support and care for young crime victims.
- ❖ Legal aid volunteers who are taught to effectively assist young crime victims who have no concept of their rights in the criminal justice system.
- ❖ Youth clubs and groups that reach out to young crime victims and provide them with out-of-school activities.
- ❖ Volunteers from human resources departments from local businesses that develop after-school work programs for young crime victims that include opportunities for employment after graduation.

4. What special challenges do victims of gang violence face?

Facilitator Probes

- ❖ Lack of focus in the community on services to victims because resources are put toward prevention.
- ❖ Resignation in the community that gang violence is a hopeless situation.
- ❖ An attitude that young victims of gang violence may have “contributed” to the violence.
- ❖ An attitude that young victims of gang violence have previously been perpetrators of violence in other crimes.
- ❖ A distrust of the criminal justice system that makes victims unwilling to report crimes.
- ❖ Barriers and biases that stem from differences in culture, race, religion, gender, and sexual preference.
- ❖ Longstanding turf issues in the community that local populations tolerate or accept.

5. How can living in a city plagued by gang violence contribute to repeat victimizations?

Facilitator Probes

- ❖ Difficulty of young victims and families to relocate out of the community that forces victims to live with or among perpetrators.
- ❖ Alienation that leads youth to join gangs and that may also cause victims not to report crimes.

- ❖ Fear of enlisting the support of law enforcement and criminal justice professionals.
 - ❖ Fear of reprisal against victims if they report crimes and against witnesses if they agree to identify offenders or testify in court.
 - ❖ Neighborhood values that label victims and witnesses who report crimes as traitors to the community.
 - ❖ Victims, witnesses, and offenders living in the United States illegally who fear deportation or responsibility for the deportation of an offender.
- 6. What may young victims and witnesses of gang violence need from their service providers, the criminal justice system, and the community?**

Facilitator Probes

- ❖ Agency- and system-based collaborations with trusted members of the community.
- ❖ Crisis lines that are open 24 hours a day.
- ❖ User-friendly vertical gang units that include victim assistance; keeping the same criminal justice system personnel throughout a case.
- ❖ System- and community-based service providers who speak the local languages and dialects.
- ❖ Support and outreach extended to families, particularly victims' siblings, who may be threatened by a gang.

- ❖ Victim/witness protection protocols at school and in the community.
 - ❖ Assistance with relocation, when necessary.
- 7. What steps can service providers take to determine and implement agency goals to better support urban youth who have fallen victim to the cycle of violence?**

Facilitator Probes

- ❖ Define and determine attainability of immediate and short- and long-term objectives. Establish a timeframe to meet those objectives.
- ❖ Within the agency,
 - Develop response protocols that can provide support to young victims as soon as a crime is reported.
 - Develop response protocols with families of victims that assess the potential for repeat victimization.
 - Have protocols in place to address the risk of repeat victimization.
 - Develop resources to address language barriers.
 - Train providers on cultural competency relative to the needs of the population.
 - Evaluate the need for further change and determine funding requirements.

- ❖ In the community,
 - Identify and contact potential collaborators among neighborhood-, faith-, community-, and ethnic-based organizations and local businesses and enlist their support.
 - Contact allied professionals and enlist their support.
 - Conduct cross training.
 - Seek outreach venues to educate ethnic populations on victims' rights and the availability of services.
 - Contact community leaders and mentors and enlist their support.
- ❖ Evaluate results.

Segment Four: Empowering Immigrant Women To Speak Out

Many factors limit access to services among immigrant women crime victims, including immigration status, fear of deportation, fear of the criminal justice system and its representatives, language barriers, and poverty. Immigrant women are often unaware of their rights within the criminal justice system. Women migrant workers can face additional barriers because they most likely have no long-term residence from which they can access ongoing services. Victim service providers must

contact community organizations and other groups through which they can gain greater understanding of the needs of immigrant women victims. This segment will help viewers understand

- ❖ Sociocultural barriers that prevent immigrant women from accessing services.
- ❖ Legal considerations for immigrant women crime victims.
- ❖ Special concerns of immigrant women crime victims who are migrant workers.
- ❖ Actions that will improve services to immigrant women crime victims.

1. What are some of the sociocultural values and barriers that inhibit immigrant women from accessing victim services?

Facilitator Probes

- ❖ Language barriers.
- ❖ Decisions that are made based on the family rather than on personal needs.
- ❖ Difficulty reporting a private matter to law enforcement officials because of cultural mores.
- ❖ Traditional reliance on male family members to interact with the public.
- ❖ Inability to speak openly about sex crimes because of cultural restrictions, values, or stigmas.
- ❖ Fear of police as a result of abuse and oppression in their country of origin.

- ❖ Experience of colonial racism in their country of origin and a fear of white power structures.
 - ❖ Unusual immigration status (e.g., “mail-order brides” who may be particularly vulnerable to isolation, abuse, and fear of deportation).
 - ❖ Lack of skills and no source of income if they leave the family to avoid further victimization.
 - ❖ No knowledge of the rights to which victims are entitled.
- 2. Of what relevant legal considerations should service providers be aware when immigrant women are victimized?**

Facilitator Probes

- ❖ Immigration status and fear of deportation.
- ❖ The right of immigrant women to receive victim services.
- ❖ Laws concerning domestic violence, enslavement, and exploitation.
- ❖ Rights of battered immigrant women under the Battered Immigrant Women Protection Act of 2000.
- ❖ T visas created by the Victims of Trafficking and Violence Protection Act of 2000 (VTVPA) that give temporary lawful status to immigrants brought into the country for illegal purposes.
- ❖ U visas created by VTVPA that give temporary lawful status to illegal immigrant women who are victims of physical and mental abuse.

- ❖ Applications for T and U visas, which are available through U.S. Immigration and Customs Enforcement (ICE).

3. What additional barriers do female migrant farm workers who are immigrants face in accessing victim services?

Facilitator Probes

- ❖ Poor understanding of social and regulatory systems that may change from state to state (e.g., enforcement of “no contact” orders).
- ❖ Lack of ties in the local community.
- ❖ Little sense of ownership or entitlement when they move from place to place.
- ❖ Living at the periphery of the local community where they were harmed.
- ❖ Lack of social support.
- ❖ Difficulty participating in the criminal justice system because of frequent moves.

4. What actions can victim service providers take in reaching out to immigrant women victims?

Facilitator Probes

- ❖ Learn state and federal laws that govern treatment of immigrant victims in the criminal justice system.
- ❖ Form partnerships with the local ICE professionals and learn their protocols concerning crime victims.

- ❖ Promote victim sensitivity among the ICE professionals who may have to deal with immigrant women victims.
- ❖ Form relationships with members of immigrant communities and teach them about immigrant victims' rights and the availability of services in the community.

5. What actions can victim service providers take in reaching out to immigrant women victims who are migrant farm workers?

Facilitator Probes

- ❖ Identify and learn the languages spoken in the migrant communities or find reliable interpreters.
- ❖ Conduct outreach to migrant farm worker communities about the availability of services through groups such as the clergy that have the most contact with them.
- ❖ Educate at-risk women in migrant farm worker communities to help them recognize and identify that violent behavior is a crime.
- ❖ Develop protocols to respond to the needs and concerns of battered migrant women farm workers as they move seasonally through the community.

6. What steps can service providers take to determine and implement agency goals to better support immigrant women, including migrant workers, when they are victims or at risk of victimization?

Facilitator Probes

- ◆ Define and determine attainability of immediate and short- and long-term objectives. Establish a timeframe to meet those objectives.
- ◆ Within the agency,
 - Develop protocols to assist illegal immigrants who are afraid of being deported.
 - Understand the basics of T and U visas.
 - Develop protocols to overcome language barriers.

 - Train providers on cultural competency relative to the needs of local immigrant populations.
 - Evaluate the need for further change and determine funding requirements.
- ◆ In the community,
 - Identify and contact potential collaborators among faith-, community-, and ethnic-based organizations and enlist their support.
 - Contact allied professionals and enlist their support.
 - Conduct cross training.

—Seek outreach venues to educate immigrant populations on victims’ rights and the availability of services.

◆ Evaluate results.

Segment Five: Reaching Out to Crime Victims With Disabilities

Individuals with disabilities who are victimized can face a host of difficulties in accessing effective services. Although victims with disabilities have the same needs as other crime victims, they also have specific needs posed by their particular disability, especially in the areas of communication and access. Victim service providers need to be educated about the common types of disabilities and how their different conditions and challenges can affect victims’ abilities to communicate and acquire the services they need. Asking crime victims with disabilities clearly and directly what they need is one of the best ways a service provider can get that information. Collaboration with service providers who work with individuals with disabilities is essential. This segment will help viewers understand

- ◆ Special concerns of victims with disabilities in accessing services.
- ◆ Unique challenges for victim service providers who are assisting people with disabilities.

- ❖ The need for collaboration with representatives of disability groups in the community.

1. What are the common types of conditions that are referred to as disabilities?

Facilitator Probes

- ❖ Impairments of sight, hearing, and speaking.
 - ❖ Physical disabilities (e.g., impairments of use of limbs, loss of limbs).
 - ❖ Cognitive and developmental disabilities.
 - ❖ Mental illness.
- 2. What kinds of challenges do victims with disabilities face in accessing victim services?**

Facilitator Probes

- ❖ Having to now deal with new and unfamiliar limitations imposed on their lives because of the victimization.
- ❖ Knowing where to find services and with whom to talk.
- ❖ Communicating their needs.
- ❖ Lack of general support in the community and persistent isolation.
- ❖ Ongoing emotional and psychological issues magnified by a victimization (e.g., depression, sense of helplessness).
- ❖ Decreased credibility when their communication skills are affected by physical or cognitive disorders (e.g., law enforcement officers who

do not understand what a victim says may disregard or misunderstand her account of the crime).

- ❖ Survival priorities (e.g., keeping a job and paying bills) that may take precedence over reporting the crime, accessing services, and participating in the justice system.
 - ❖ Service providers who have minimal experience assisting victims with disabilities.
 - ❖ Physically inaccessible victim service providers' offices.
- 3. What are some of the communication challenges that victims with disabilities may experience?**

Facilitator Probes

- ❖ Difficulty in describing their victimization, feelings, and needs.
 - ❖ Reluctance to do anything more than report a crime and get emergency medical assistance.
- 4. What are some of the communication challenges that service providers may experience?**

Facilitator Probes

- ❖ Difficulty in finding sensitive language to discuss the effect of victims' disabilities.
- ❖ Difficulty in determining how much assistance victims need in communicating and in taking care not to speak for victims.

- ❖ Poor understanding of the “health” of victims and the misconception that they might be ill or “contagious.”
 - ❖ Danger of making referrals to agencies that work with people with disabilities but lack training in victims’ rights and needs.
- 5. What are some practical suggestions for service providers to improve communication with victims with disabilities?**

Facilitator Probes

- ❖ Speak directly to victims with disabilities to determine what they may need and what will make them comfortable.
- ❖ Speak directly to victims with disabilities even if they are accompanied by a third-party assistant or an interpreter.
- ❖ Treat victims with disabilities with compassion, dignity, and respect.
- ❖ Be receptive to victims’ body language and other physical cues.
- ❖ Provide physical assistance when asked by victims. When in doubt, ask permission before helping.
- ❖ Be realistic and specific about victims’ possible difficulties in being fully involved in the criminal justice process, and be aware of what challenges and expectations they may face.

6. What are some of the efforts that service providers might make to work effectively with victims with disabilities?

Facilitator Probes

- ❖ Collaborate with agencies that serve individuals with various types of disabilities.
- ❖ Cross-train to build skills in understanding victims' needs and communicating with victims with specific disabilities.
- ❖ Cross-train with disability agencies so service providers can understand the rights and needs of victims with disabilities.
- ❖ Consult with qualified professionals who specialize in a range of disabilities to develop policies and programs to better assist victims.
- ❖ Reach out to local disability advocacy organizations in the community.
- ❖ Learn the requirements of the Americans With Disabilities Act through technical assistance and training.
- ❖ Acquire assistive technologies to help victims with disabilities be informed of their rights and be present and heard at criminal justice hearings.
- ❖ Ensure that offices are accessible and comfortable for individuals with disabilities.

7. What steps can service providers take to determine and implement agency goals to better support victims with disabilities?

Facilitator Probes

- ◆ Define and determine attainability of immediate and short- and long-term objectives. Establish a timeframe to meet those objectives.
- ◆ Within the agency,
 - Evaluate the physical accessibility of the agency.
 - Identify existing assistive technologies within the agency.
 - Evaluate staff to determine who has experience working with people with disabilities.
 - Identify training, including materials such as literature and videos, to educate staff on how to work with individuals with different types of disabilities.
 - Evaluate the need for further change and determine funding requirements.
- ◆ In the disability community,
 - Seek outreach venues to educate disability populations on victims' rights and the availability of services.
 - Identify and contact individuals who work with disability communities and enlist their support.

- Contact allied professionals who serve disability communities and enlist their support.
 - Conduct cross training.
 - Establish cross-agency emergency response protocols for victims with disabilities.
- ◆ Evaluate results.

Segment Six: Providing Services to Victims of Hate and Bias Crimes

Victims of hate and bias crimes have been harmed because of an inherent part of their identity—their religion, race, ethnicity, sexual orientation, or disability—and this poses unique challenges. Fear of repeat victimizations becomes a primary concern in the aftermath of a crime because victims cannot cease to be targets. Social attitudes that minimize the impact of the crime on victims can hamper their ability to access effective and compassionate services. Collaboration with community groups and training are effective tools for service providers who serve victims of hate and bias crimes. This section will help participants understand

- ◆ Why hate and bias crimes have traditionally been underreported and difficult to prosecute.
- ◆ The short- and long-term effects of hate and bias crimes.
- ◆ The role of service providers in helping victims of hate and bias crimes.

1. Why are victims of hate and bias crimes an underserved population?

Facilitator Probes

- ❖ Victims' fears of drawing attention to themselves or their communities may cause an unwillingness to report a crime or seek services.
- ❖ Difficulties in assessing the degree of harassment or intimidation may lead first responders to underestimate the seriousness of hate and bias crimes.
- ❖ Law enforcement's difficulties in determining motive in hate and bias crimes can impede the filing of appropriate charges.

2. What are some of the short- and long-term effects of hate and bias crime victimization?

Facilitator Probes

- ❖ Fear, distrust, depression, hopelessness, and paranoia over repeat victimizations.
- ❖ Outrage for being victimized for qualities that make them who they are.
- ❖ Financial loss and destruction of victims' livelihoods.
- ❖ Social repercussions that affect victims, their families, and their communities.
- ❖ The negative impact on victims' relationships with the larger community.

- ❖ Employers' fear that the workplace will become a targeted environment for criminal behavior.
- ❖ Termination of victims' employment.

3. What can service providers do to better serve victims of hate and bias crimes?

Facilitator Probes

- ❖ Be as nonjudgmental and patient as possible.
- ❖ Recognize that victims may be reluctant to reveal the nature of the hate and bias for which they were victimized.
- ❖ Address the crimes as victimizations and let victims express any feelings they may have about the nature of the crime.
- ❖ Inform and educate victims about the possibility of pursuing civil remedies for the crime.
- ❖ Assist victims with securing crime victim compensation.
- ❖ Develop a level of trust with the targeted community of the hate and bias through community outreach and support.

4. What steps can service providers take to determine and implement agency goals to better support victims of hate and bias crimes?

Facilitator Probes

- ❖ Define and determine attainability of immediate and short- and long-term objectives. Establish a timeframe to meet those objectives.

- ❖ Within the agency,
 - Identify groups in the community that may be victims of hate and bias crimes.
 - Educate staff on hate and bias crimes and why special laws have been created to prosecute and punish perpetrators.
 - Conduct bias awareness training and create an open environment in which staff can identify and address personal biases.
 - Evaluate the need for further change and determine funding requirements.
- ❖ In the community,
 - Seek outreach venues to educate populations targeted by hate and bias on victims' rights and the availability of services.
 - Identify and contact potential collaborators among faith-, community-, and ethnic-based organizations and enlist their support.
 - Contact allied professionals and enlist their support.
- ❖ Evaluate results.

Segment Seven: Reaching Out to Victims of Financial Crimes

Whether it is the loss of a lifetime of savings or the destruction of a credit rating, financial crime creates havoc in victims' lives. People often

blame themselves when they have been victims of financial scams and fraud. Elderly victims who are targets of financial abuse and fraud may fear reprisals from relatives and a loss of independence if the extent of their victimization becomes known. Victims often suffer trauma after a financial victimization in ways similar to victims of violent crime. Service providers should be aware of the effects that financial crime can have on victims and help them access the comprehensive services they need, including outside referrals for financial counseling. This section will help participants understand

- ❖ How the impact of financial crime on victims is often minimized.
- ❖ The emotional impact of financial victimization.
- ❖ The role of service providers in assisting victims of financial crime.

1. Why are victims of financial crimes—telemarketing scams, investment fraud, cybercrime, and identity theft—sometimes underserved?

Facilitator Probes

- ❖ Victims of financial crime have fewer rights in the criminal justice process than victims of violent crime.
- ❖ Victims of financial crime who are elderly, lonely, and/or isolated may be unaware of the availability of support.
- ❖ They often are ashamed of their victimization and do not report the crime.

- ❖ Victims fear that they may be judged for their perceived greed—after losing out in a financial scam—and do not seek support for their victimization.
- ❖ Few service provider organizations have mandates to assist victims of financial crime.
- ❖ Service providers may have little understanding of the often severe emotional impact of financial crime on victims.

2. What are some of the emotional responses of victims of financial crime?

Facilitator Probes

- ❖ Feelings of helplessness to recover losses.
- ❖ Self-blame.
- ❖ Guilt and shame.
- ❖ Disbelief.
- ❖ Anger.
- ❖ Depression.
- ❖ Loss of trust.
- ❖ Deteriorating self-esteem.
- ❖ Fear for their financial security and independence, especially among the elderly.

3. What other factors influence financial crime victims' emotional and psychological well-being following victimization?

Facilitator Probes

- ❖ Depletion of finances.
 - ❖ Family blame for poor judgment; accusations of foolishness and greed.
 - ❖ Unsympathetic creditors dealing with victims' financial difficulties.
 - ❖ Embarrassment and humiliation over public disclosure of victimization in the media.
 - ❖ Losses that are rarely fully recoverable, even when perpetrators are prosecuted and convicted.
- 4. What are ways that service providers can assist victims in dealing with the impact of financial crimes?**

Facilitator Probes

- ❖ Provide victims with timely and ongoing information about an investigation.
- ❖ Be patient and responsive if victims of financial crime grow frustrated or depressed over a lack of progress in their cases.
- ❖ Provide victims with referrals for psychological counseling and support.
- ❖ Refer victims to consumer advocacy organizations and debt counselors who can help them negotiate the various issues involved in any resulting financial crisis.
- ❖ Be aware that some elderly victims may not fully grasp the seriousness of their situations.

- ❖ Ensure that victims complete victim impact statements and that they are filed with the appropriate agency if the cases are prosecuted.
 - ❖ Be familiar with and follow correct protocols for requesting restitution when state law provides for it.
- 5. What steps can service providers take to determine and implement agency goals to better support victims of financial crimes?**

Facilitator Probes

- ❖ Define and determine attainability of immediate and short- and long-term objectives. Establish a timeframe to meet those objectives.
- ❖ Within the agency,
 - Educate staff on common types of financial crime.
 - Compile a list of referrals and hotlines that offer support to victims of financial crime.
 - Evaluate the need for further change and determine funding requirements.
- ❖ In the community,
 - Conduct outreach to the general population about financial crime and the kinds of support available to victims.
 - Consult with the mental health community about trauma brought on by financial abuse or fraud.
- ❖ Evaluate results.

Additional Resources

Deaf and Hard of Hearing Community

Abused Deaf Women's Advocacy Services

Web site: www.adwas.org

Abused Deaf Women's Advocacy Services. 1996. *Domestic Violence in the Deaf Community*. Outreach Packet. Seattle, WA: Abused Deaf Women's Advocacy Services.

Laurent Clerc National Deaf Education Center,
Gallaudet University

Web site: clerccenter.gallaudet.edu

Learning Sign Language: Media Resources (Laurent Clerc National Deaf Education Center, Gallaudet University)

Web site: [clerccenter.gallaudet.edu/](http://clerccenter.gallaudet.edu/InfoToGo/545.html)

[InfoToGo/545.html](http://clerccenter.gallaudet.edu/InfoToGo/545.html)

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National Association of the Deaf

Web site: www.nad.org

National Association of the Deaf Law Center.
2000. NAD Position Statement on Communication Access by Law Enforcement Personnel with Deaf

and Hard of Hearing Individuals. Silver Spring, MD: National Association of the Deaf.

Web site: www.nad.org/infocenter/newsroom/positions/CommAccessLawEnforcement.html

National Institute of Justice. 1997. *The Americans With Disabilities Act: Emergency Response Systems and Telecommunication Devices for the Deaf*. Washington, DC: U.S. Department of Justice.

National Institute on Deafness and Other Communication Disorders

Web site: www.nidcd.nih.gov

Registry of Interpreters for the Deaf, Inc.

Web site: www.rid.org

Zak, Omer. 1999. *Methods of Communication With the Deaf*.

Web site: www.zak.co.il/deaf-info/old/methods.html

Isolated Crime Victims

Alvord, Lori A., and Elizabeth Cohen van Pelt. 1999. *The Scalpel and the Silver Bear: The First Navajo Woman Surgeon Combines Western Medicine and Traditional Healing*. New York, NY: Bantam.

Dickey, Walter J., and Peggy McGarry. 2001. *Community Justice in Rural America: Four Examples and Four Futures*. Washington, DC: U.S. Department of Justice, Bureau of Justice Assistance.

Frey, Heather E. 2002. *Tribal Court CASA: A Guide to Program Development*. Washington, DC: U.S. Department of Justice, Office of Juvenile Justice and Delinquency Prevention.

Lena, Eileen M. 2001. *Impact Evaluation of STOP Grant Programs for Reducing Violence Against Women Among Indian Tribes*. Final Report submitted to the National Institute of Justice, U.S. Department of Justice. Tuscon, AZ: Tribal Law and Policy Program, University of Arizona.

Web site: www.ncjrs.org/pdffiles1/nij/grants/186235.pdf

National Grange of the Order of Patrons of Husbandry (an organization with special interests in agriculture, community service, legislative affairs, women, deaf and hard of hearing individuals, and youth and young adults that channels volunteer activities into worthwhile community projects in rural areas)

Web site: www.nationalgrange.org

National Tribal Justice Resource Center

Web site: www.tribalresourcecenter.org/legal

Native American Criminal Justice Resources

Web site: arapaho.nsuok.edu/~dreveskr/nacjr.html-ssi

Native American Studies Collections, General Native American Bibliographies

Web site: www-library.stanford.edu/depts/ssrg/native/nativepm.html

Ogawa, Brian. 1999. *Color of Justice: Culturally Sensitive Treatment of Minority Crime Victims*. 2d ed.

Boston, MA: Allyn & Bacon.

Rural Task Force. 1998. *Report of the Rural Task Force*. Washington, DC: U.S. Department of Justice, Office of Justice Programs.

Rural Victimization Project, Institute for Family Violence Studies, Florida State University School of Social Work

Web site: familyvio.ssw.fsu.edu/rural

Tribal Court Clearinghouse, Tribal Law and Policy Institute

Web site: www.tribal-institute.org

Urban Communities

A Parent's Guide for Preventing Gangs (information provided by the Memphis, Tennessee, Police Department and the National Crime Prevention Council)

Web site: www.lunaweb.com/pargang.htm

Association for Multicultural Counseling and Development

Web site: www.bgsu.edu/colleges/edhd/programs/AMCD

Dunn, Michael J. 2002. "Youth Violence Must Be Treated at the Source." *Wisconsin Medical Journal* 101(6): 34–35.

Hallcom, Francine. *An Urban Ethnography of Latino Street Gangs in Los Angeles and Ventura Counties*.

Web site: www.csun.edu/~hcchs006/table.html

Is Your Child in a Gang? (information developed by the Sacramento, California, Police Department)

Web site: www.sacpd.org/gangs.html

National Criminal Justice Reference Service,
Gangs Resources

Web site: www.ncjrs.org/gangs/summary.html

National Youth Gang Center

Web site: www.iir.com/nygc

Project on Human Development in Chicago
Neighborhoods

Web site: [www.hms.harvard.edu/chase/projects/
chicago](http://www.hms.harvard.edu/chase/projects/chicago)

Project Safe Neighborhoods

Web site: www.psn.gov

Project Ujima (a community project committed to helping stop the cycle of violent crimes by reducing the number of repeat victims of violence)

Web site: [www.chw.org/display/PPF/DocID/
624/router.asp](http://www.chw.org/display/PPF/DocID/624/router.asp)

Roysircar, Gargi, Daya S. Sandhu, and Victor Bibbins, Sr., eds. 2003. *Multicultural Competencies: A Guidebook of Practices*. Alexandria, VA: Association for Multicultural Counseling and Development.

Seymour, Anne. 1996. *Victims of Gang Violence: A New Frontier in Victim Services*. Special Report. Washington, DC: U.S. Department of Justice, Office for Victims of Crime.

Streetcats Foundation and National Children's Coalition, Violence Prevention Resources

Web site: www.child.net/violence.htm

Student Pledge Against Gun Violence

Web site: www.pledge.org

U.S. Department of Health and Human Services. 2001. *Youth Violence: A Report of the Surgeon General*. Washington, DC.

Immigrant Women

Application for T Nonimmigrant Status (Form I-914), U.S. Citizenship and Immigration Services

Web site: uscis.gov/graphics/formsfee/forms/i-914.htm

Association for Multicultural Counseling and Development

Web site: www.bgsu.edu/colleges/edhd/programs/AMCD

Civil Rights Division. *Information for Victims of Trafficking in Persons and Forced Labor*. 2002. Brochure.

Washington, DC: U.S. Department of Justice.

Web site: www.usdoj.gov/crt/crim/wetf/victimsbrochure.pdf

Civil Rights Division. *Trafficking in Persons: A Guide for Non-Governmental Organizations*. 2002. Brochure.

Washington, DC: U.S. Department of Justice.

Web site: www.usdoj.gov/crt/crim/wetf/trafficbrochure.pdf

Family Violence Prevention Fund

Web site: endabuse.org

Jang, Deana L., Leni Marin, and Gail Pendleton, eds. 1997. *Domestic Violence in Immigrant and Refugee Communities: Asserting the Rights of Battered Women*. Rev. 2d ed. San Francisco, CA: Family Violence Prevention Fund.

National Immigration Law Center, Immigration Law & Policy

Web site: www.nilc.org/immlawpolicy/obtainlpr/oblpr071.htm

National Immigration Project, Immigrant Survivors of Domestic Violence and Sexual Assault

Web site: www.nationalimmigrationproject.org/domestic-violence/domvioindex.htm

Office to Monitor and Combat Trafficking in Persons, U.S. Department of State

Web site: www.state.gov/g/tip

Ogawa, Brian. 1999. *Color of Justice: Culturally Sensitive Treatment of Minority Crime Victims*. 2d ed.

Boston, MA: Allyn & Bacon.

Orloff, Leslie. 1999. "Offering Culturally Sensitive Services to Battered Immigrant Women." *The Legal Advocate* 2(5): 1, 9.

Rodriguez, Rachel. 2001. *Migrant Health Issues: Domestic Violence Series*. Buda, TX: National Center for Farmworker Health, Inc.

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Self-Petitioning For Battered Immigrant Women and Children, 8 U.S.C. 1154 (Procedure for granting immigrant status)

Web site: www4.law.cornell.edu/uscode/8/1154.html

Trafficking in Persons and Worker Exploitation Task Force, Civil Rights Division, U.S. Department of Justice

Web site: www.usdoj.gov/crt/crim/tpwetf.htm

Victims of Trafficking and Violence Protection Act of 2000. H.R. 3244. Public Law 106-386. October 28, 2000.

Web site: uscis.gov/graphics/services/PL106_386.pdf

Victims With Disabilities

Administration on Developmental Disabilities, U.S Department of Health and Human Services

Web site: www.acf.dhhs.gov/programs/add

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Web site: www.madd.org/victims/0,1056,1985,00.html

Brain Injury Association of America

Web site: www.biausa.org

Disability, Abuse & Personal Rights Project

Web site: www.disability-abuse.com

National Dissemination Center for Children with Disabilities

Web site: www.nichcy.org

National Rehabilitation Information Center

Web site: www.naric.com

National Spinal Cord Injury Association

Web site: www.spinalcord.org

Office for Victims of Crime. 2002. *Serving Crime Victims With Disabilities: Meet Us Where We Are*. Video and discussion guide. Washington DC: U.S. Department of Justice.

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Tyiska, Cheryl Guidry. 1998. *Working with Victims of Crime with Disabilities*. Washington, DC: U.S. Department of Justice, Office for Victims of Crime.

U.S. National Library of Medicine, National Institutes of Health, Medline Plus: Developmental Disabilities

Web site: www.nlm.nih.gov/medlineplus/developmentaldisabilities.html

Victims of Hate and Bias Crimes

American-Arab Anti Discrimination Committee

Web site: www.adc.org

Anti-Defamation League

Web site: www.adl.org

Bureau of Justice Assistance. 1997. *A Policymaker's Guide to Hate Crime*. Washington, DC: U.S. Department of Justice.

National Gay and Lesbian Task Force

Web site: www.thetaskforce.org

Resources for Responding to Hate Crimes

Web site: www.ojp.usdoj.gov/ovc/help/hbcfts.htm

Victims of Financial Crimes

Federal Trade Commission. 2003. *ID Theft: When Bad Things Happen to Your Good Name*. Washington, DC.

Web site: www.ftc.gov/bcp/online/pubs/credit/idtheft.htm

Identity Theft National Resource, Federal Trade Commission

Web site: www.consumer.gov/idtheft

Identity Theft Prevention and Survival

Web site: www.identitytheft.org

Identity Theft Resource Center

Web site: www.idtheftcenter.org

Internet Fraud Complaint Center, Federal Bureau of Investigation and National White Collar Crime Center

Web site: www.ifccfbi.gov

Johnson, Kelly Dedel. 2003. *Financial Crimes Against the Elderly*. Washington, DC: U.S. Department of Justice, Office of Community Oriented Policing Services.

Web site: www.cops.usdoj.gov/mime/open.pdf?Item=963

National Fraud Information Center, National Consumers League

Web site: www.fraud.org

National White Collar Crime Center

Web site: www.nw3c.org

Office for Victims of Crime. 1998. *Victims of Crime: Beyond Economic Loss*. Video. Washington, DC: U.S. Department of Justice.

Office for Victims of Crime. 2001. *Telemarketing Fraud Prevention, Public Awareness, and Training Activities*. Washington, DC: U.S. Department of Justice.

Office for Victims of Crime. 2003. *F.A.S.T.: Financial Abuse Specialist Team*. Video. Washington, DC: U.S. Department of Justice.

Ventura County, California, District Attorney, Senior Crime Prevention Program

Web site: www.ventura.org/vcda/senior_crime.htm

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