



Western Technical College

30504505 Sensitive Crimes

Course Outcome Summary

Course Information

Description	Through classroom lecture, and on-campus lab and WI Department of Justice 720 Academy integration exercises, students will learn and apply skills addressed in the following Department of Justice 720 Academy curriculum framework Phase III topics: Domestic Violence, Juvenile Law, Victims, Sexual Assault, and Child Maltreatment. The DOJ Phase III Written Examination will be administered in this course.
Career Cluster	Law, Public Safety, Corrections and Security
Total Credits	2

Textbooks

No textbook required.

Success Abilities

1. Cultivate Passion: Enhance Personal Connections
2. Cultivate Passion: Expand a Growth-Mindset
3. Cultivate Passion: Increase Self-Awareness
4. Live Responsibly: Develop Resilience
5. Live Responsibly: Embrace Sustainability
6. Live Responsibly: Foster Accountability
7. Refine Professionalism: Act Ethically
8. Refine Professionalism: Improve Critical Thinking
9. Refine Professionalism: Participate Collaboratively
10. Refine Professionalism: Practice Effective Communication

Program Outcomes

1. Think critically
2. Manage emergencies
3. Communicate effectively
4. Demonstrate professionalism
5. Conduct investigations
6. Interact with others

Course Competencies

1. III.H.1. Analyze the role of law enforcement in responding to domestic abuse.

Assessment Strategies

- 1.1. identifying the elements that require mandatory arrest

Criteria

- 1.1. student defines domestic abuse and the elements requiring arrest according to Wis. Stats. §968.075.
- 1.2. student describes the characteristics of victims.
- 1.3. student discusses the offender/victim relationship including information on elder abuse, implications for child abuse, and same sex relationships.
- 1.4. student lists barriers to leaving.
- 1.5. student describes how leaving the relationship does not mean safety for the victim(s).
- 1.6. student describes offender thinking patterns.
- 1.7. student discusses the power differential and its effect on the offender/victim relationship including a discussion on recantation.
- 1.8. student explains legal terminology such as "No Contact."
- 1.9. student discusses restraining orders and injunctions.
- 1.10. student differentiates between criminal and civil injunctions.
- 1.11. student explains the process for obtaining a no-contact order.
- 1.12. student explains how domestic violence trauma can affect the victim's response to law enforcement.

Learning Objectives

- 1.a. III.H.1.1. Explain the unique offender/victim relationship in domestic violence situations.
- 1.b. III.H.1.2. Describe the power differential and its effect on the offender/victim relationship.
- 1.c. III.H.1.3. Describe how domestic violence trauma affects the victim's response to law enforcement.
- 1.d. III.H.1.4. Define the elements of domestic abuse.
- 1.e. III.H.1.5. Define mandatory arrest (Wis. Stats. §968.075)
- 1.f. III.H.1.6. Define predominant aggressor.
- 1.g. III.H.1.7. Define restraining order, injunction and no contact violations that require arrest (Wis. Stats. §813.12; 813.122; 813.123; 813.125; 968.075 (5)).

2. III.H.2. Intervene and apply appropriate investigative strategies. *

Assessment Strategies

- 2.1. simulated domestic violence scenario
- 2.2. identifying ways to work with local advocacy groups
- 2.3. referring the victim to multi-disciplinary services available

Criteria

- 2.1. student makes initial contact with everyone present.
- 2.2. student manages the crisis with officer safety considerations and consideration of other's level of risk.
- 2.3. interview is friendly and professional in tone.
- 2.4. student uses open-ended, specific and follow-up questions in the interview.
- 2.5. Interview gathers complete information.
- 2.6. student determines victimization based on criminal statutes.
- 2.7. student determines victimization based on whether or not the domestic abuse criterion applies.
- 2.8. student victim interaction complies with Wis. Chapter 950
- 2.9. student reviews the recommended guidelines on how agencies will respond to domestic violence

incidents, including: prevention, early warning and intervention, incident response procedures, surrender or seizure of weapons, victim safety and protection, and collaboration with victim advocacy agencies.

Learning Objectives

- 2.a. III.H.2.1. Tactically response to a domestic violence scene using the incident response steps and approach considerations.
- 2.b. III.H.2.2. Contact, separate, and interview everyone present.
- 2.c. III.H.2.3. Determine which party or parties involved in the domestic is subject to mandatory arrest.
- 2.d. III.H.2.4. Identify the predominant aggressor using the mandated investigative strategies outlined in Wis. Stats. §968.075(2)(ar). (Include information on strangulation and self-defense.)
- 2.e. III.H.2.5. Articulate and document procedures and notification from a domestic violence arrest (72-hour no contact, restraining orders, no contact order, full faith and credit).
- 2.f. III.H.2.6. Assess risk for victim and develop a safety plan.
- 2.g. III.H.2.7. Identify related crimes (harassment, stalking, and strangulation).
- 2.h. III.H.2.8. Describe how you would interview and document and interview with a victim who recants.
- 2.i. III.H.2.9. Identify multidisciplinary resources available to assist law enforcement (e.g. advocates, trauma response, etc.) and describe the benefits of partnering with those resources.

3. III.H.3. Respond to an officer-involved domestic violence incident.

Assessment Strategies

- 3.1. articulate the differences between officer-involved domestic violence and domestic violence in the general population
- 3.2. analyze the ethical component of officer-involved domestic violence

Criteria

- 3.1. student discusses the scope of the problem.
- 3.2. student discusses the difference between officer-involved domestic violence and domestic violence in the general population.
- 3.3. student discusses potential causes that lead to officer-involved domestic violence.
- 3.4. student discusses the legal issues surrounding officer-involved domestic violence, including the consequences to officers' careers if convicted of a domestic violence crime.
- 3.5. student discusses the ethical issues responding officers face when handling an officer-involved domestic violence incident.
- 3.6. student reviews the Wisconsin model policy on officer-involved domestic violence.
- 3.7. student reviews the recommended guidelines on how agencies will respond to officer-involved domestic violence, including: prevention, early warning and intervention, incident response procedures, surrender or seizure of weapons, victim safety and protection, and collaboration with victim advocacy agencies.

Learning Objectives

- 3.a. III.H.3.1. Discuss issues involved in officer-involved domestic violence.
- 3.b. III.H.3.2. Review the model policy on officer-involved domestic violence.
- 3.c. III.H.3.3. Discuss officer and supervisor responsibilities and consequences when responding to an officer-involved domestic violence incident.
- 3.d. III.H.3.4. Discuss legal issues involved with officer-involved domestic violence.

4. III.K.1. Describe the juvenile justice system.

Assessment Strategies

- 4.1. determine if someone is a juvenile or adult
- 4.2. discuss when a juvenile might fall into one of the categories in the juvenile justice system (CHIPS, JIPS, or delinquency)
- 4.3. list common juvenile offenses

Criteria

- 4.1. student differentiates between a juvenile and adult (Wis. Stats. 938.02(1), and (10m)).
- 4.2. student compares juvenile legal terminology to adult legal terminology (Wis. Stats. 938.02).
- 4.3. student indicates (overview only) various agencies they may come into contact with when dealing with juveniles (Child Protective Services, Juvenile in Need of Protective Services, etc.).

Learning Objectives

- 4.a. III.K.1.1. Differentiate between a juvenile and an adult.
- 4.b. III.K.1.2. Describe the main categories of the juvenile justice system (Child in Need of Protection of

Services (CHIPS), Juvenile in Need of Protection or Services (JIPS), and delinquency).

5. III.K.2. Make contact with a Juvenile.

Assessment Strategies

- 5.1. explain the difference between status offenses, ordinance violations, and delinquency
- 5.2. identify common juvenile offenses and proper actions/responses

Criteria

- 5.1. student explains the process for determining if a juvenile violated a traffic law or ordinance and explains that in most cases they would issue a citation and then release the juvenile (to self but still notify a parent in cases of ordinance violations or release them to a parent, guardian, or legal custodian if they are under 15 years old).
- 5.2. student explains the process for determining if a juvenile violated a status offense and explains the disposition for each type of status offense.
- 5.3. student explains that a delinquent act means that a juvenile violated a law that would be criminal if the juvenile was adult.
- 5.4. student describes the difference between arresting an adult and taking a juvenile into custody.

Learning Objectives

- 5.a. III.K.2.1. Describe common juvenile ordinance violations and traffic violations and explain the general disposition of each type of violation.
- 5.b. III.K.2.2. Describe status offenses and explain the general disposition of each type of offense.
- 5.c. III.K.2.3. Differentiate between status offenses and delinquency and explain the general disposition for delinquency.

6. III.K.3. Take a juvenile into custody.

Assessment Strategies

- 6.1. role play the parts of an officer, juvenile, and intake worker based on a scenario provided

Criteria

- 6.1. student explains when a juvenile can be taken into custody.
- 6.2. student explains that when they take a juvenile into custody, they must immediately attempt to notify the parent, guardian, legal custodian, or Indian custodian by the most practical means.
- 6.3. student explains that the person taking the juvenile into custody shall continue such attempt until the parent, guardian, legal custodian, or Indian custodian of the juvenile is notified, or the juvenile is delivered to an intake worker, whichever occurs first.
- 6.4. student explains that if a juvenile is delivered to an intake worker before notified, the intake worker, or another person at his or her direction, shall continue to attempt to notify until the parent, guardian, legal custodian, or Indian custodian of the juvenile is notified.
- 6.5. • Explain that they must still contact a parent, guardian, legal custodian or Indian custodian if they transport a juvenile for fingerprints but are planning to release the juvenile to a parent instead of detaining him/her in a detention facility.
- 6.6. • Describe the process for releasing a juvenile from custody.
- 6.7. • Describe that parents do not have the right to witness an interview or interrogation of a juvenile in custody.
- 6.8. • Explain that a law enforcement agency shall make an audio and visual recording of any custodial interrogation of a juvenile that is conducted at a place of detention (Wis. Stats. 938.195(2)).
- 6.9. student explains that the law enforcement officer conducting the custodial interrogation is not required to inform the subject of the interrogation that the officer is making an audio or audio and visual recording of the interrogation (Wis. Stats. 938.195(3)) but explain that the officer should not lie about it either.
- 6.10. student review the State v. Raheem Moore (June 2015) case and discuss that if a juvenile specifically states that he or she will not continue the interview unless the recorder is turned off that the officer should capture that statement on the recorded and then should turn the recording device off.
- 6.11. student determines when a juvenile must be fingerprinted, photographed, and when a DNA sample must be taken.
- 6.12. student explains the duties and powers of intake workers (Wis. Stats. 938.067 and 938.20(7)).
- 6.13. student discusses the information that should be included in a report on the incident and discuss how any juvenile files must strictly be kept separate from adult files and records.
- 6.14. student explains that any evidence or property must be properly collected and tagged if needed.
- 6.15. student explains the criteria that must be met for a juvenile Emergency Detention (Wis. Stats. §938.20(5)) and discuss the procedures to follow for a juvenile Emergency Detention.

Learning Objectives

- 6.a. III.K.3.1. Explain when a juvenile can be taken into custody.
- 6.b. III.K.3.2. Notify a parent or legal guardian if a juvenile is going to be taken into custody (Wis. Stats. §938.19(2)).
- 6.c. III.K.3.3. Explain the process for releasing a juvenile from custody if the decision is made not to detain the juvenile.
- 6.d. III.K.3.4. Describe a parent's legal rights to witness an interview/interrogation of a juvenile.
- 6.e. III.K.3.5. Explain that juveniles must be read a Miranda Waiver and are entitled to all constitutional rights that adults are (In re Gault).
- 6.f. III.K.3.6. Explain that a custodial interrogation with a juvenile must be video/audio recorded (Wis. Stats. §938.195).
- 6.g. III.K.3.7. Explain when a juvenile must be fingerprinted, photographed, and when he/she must submit to a buccal swab for DNA testing (Wis. Stats §165.76(1)(gm)).
- 6.h. III.K.3.8. Contact the Intake Worker and transport the juvenile to a secure juvenile detention facility.
- 6.i. III.K.3.9. Describe the duties of an Intake Worker (Wis. Stats. §938.067(1)-(4)).
- 6.j. III.K.3.10. Provide the intake worker with the facts of the case.
- 6.k. III.K.3.11. Complete the arrest report and any property/evidence tagging if needed.
- 6.l. III.K.3.12. Explain that juvenile records must be kept separate from adult files and records.
- 6.m. III.K.3.13. Recognize if a juvenile meets the criteria for an Emergency Detention (Wis. Stats. §938.20(5)).

7. III.K.4. Analyze issues impacting juveniles in the community.

Assessment Strategies

- 7.1. discuss various issues impacting juveniles in the community

Criteria

- 7.1. student talks about gang related activity and recruiting tactics gangs use to recruit youths.
- 7.2. student discusses how gangs currently operate versus how they used to operate in the 90's and early 2000's (how they've changed).
- 7.3. student reviews cases of cyber bullying, use of stalking on the internet and the statutes that are applicable; stalking doesn't have to be sexual in nature.
- 7.4. student explains how every school system has a tool to assess threats made against the school.
- 7.5. student explains that officers should assess threats using the following criteria: Is the threat specific and viable; does the person have the ability to carry out the threat; does the person have access to weapons; and has the person taken steps to further the plan?
- 7.6. student explains that threats must be assessed not by just a threat being made, but that the threat poses a real risk.
- 7.7. student discusses how youths can be caught up in human trafficking and identify Wisconsin cases that illustrate this crime.
- 7.8. student explains that restorative justice seeks to repair the harm done by involving the entire community in rehabilitating offenders and holding them accountable for their behavior.
- 7.9. student discusses that teen courts typically hear the cases of juveniles between the ages of 12 and 17 who have committed one non-violent offense or who are minor repeat offenders. In most programs, offenders must admit guilt and agree to abide by the program's decision before the court accepts their case.
- 7.10. student explains that teen court programs come in many forms – from three to five-person teen tribunals that recommend sentencing, to a more formal court process where attorneys, bailiffs, clerks, and jurors are all volunteer teens and the judge is an adult, usually a municipal or circuit court judge, law enforcement officer, attorney or other community member.

Learning Objectives

- 7.a. III.K.4.1 Examine how gangs recruit juveniles and review the basics on how gangs operate in Wisconsin.
- 7.b. III.K.4.2 Review how social media/technology contributes to juvenile delinquency.
- 7.c. III.K.4.3 Analyze threats made at schools; is the threat viable, does the person have the ability to carry it out, does the person have access to weapons, and has the person shown steps in furtherance of a plan?
- 7.d. III.K.4.4 Examine indicators of human trafficking with regards to juveniles.
- 7.e. III.K.4.5 Discuss restorative justice for juveniles.
- 7.f. III.K.4.6 Explain the purpose and procedures used in peer or teen court.

8. III.G.1. Assist a crime victim.

Assessment Strategies

- 8.1. discuss personal experiences regarding victimization
- 8.2. explain the critical needs of victims

Criteria

- 8.1. student will assess personal knowledge associated with victimization.
- 8.2. student explains the importance of providing effective victim response.
- 8.3. student establishes sound, respectful, and supportive responses to the needs of victims.
- 8.4. student articulates what each of the seven critical needs of victims are and explain how officers can assist a victim in addressing each need.

Learning Objectives

- 8.a. III.G.1.1. Examine victimization.
- 8.b. III.G.1.2. Recognize the impact of a crisis on a variety of victims.
- 8.c. III.G.1.3. Describe the importance of responding to calls for service in a way that promotes integrity and accountability, high citizen satisfaction, positive agency reputation, and officer safety.
- 8.d. III.G.1.4. Assess victim needs.
- 8.e. III.G.1.5. Recognize that victims of different crimes have specific needs associated with their victimization.
- 8.f. III.G.1.6. Explain key elements of a successful victim response for diverse populations within the community.
- 8.g. III.G.1.7. Develop strategies for assisting uncooperative victims.

9. III.G.2. Incorporate victim assistance principles, statutes, and policy into conducting and assisting victims and witnesses of crime. *

Assessment Strategies

- 9.1. use the in Wisconsin Chapter 950 to victim response
- 9.2. interact with simulated adult and/or child witnesses and victims of a simulated crime

Criteria

- 9.1. students review Wisconsin Chapter 950.
- 9.2. student articulates the rights crime victims have.
- 9.3. student identifies community resources and referral information for victim
- 9.4. student reviews agency victim response policy and procedures.
- 9.5. Interacting with victims/witnesses:
- 9.6. student interview is preceded with introductions and identification.
- 9.7. student makes initial contact and assess the victim's needs.
- 9.8. student determines if the individual was victimized.
- 9.9. student is polite as with the victim or witness is friendly in tone.
- 9.10. student shows empathy towards the victim/witness.
- 9.11. student complies with Chapter 950 in your interaction with the victim.
- 9.12. student provides information about victim rights.
- 9.13. student locates culturally appropriate resources for assistance (to accommodate language barriers and to address special needs for victims with disabilities, special needs, diminished capacity, mental illness or cultural dissimilarities).
- 9.14. student gathers complete information during the interview.
- 9.15. student uses open-ended, specific and follow-up questions in the interview.
- 9.16. student educates the victim on reducing the likelihood of re-victimization.
- 9.17. student completes any necessary documentation.

Learning Objectives

- 9.a. III.G.2.1. Provide information about victim rights and available resources (Wisconsin Chapter 950).
- 9.b. III.G.2.2. Apply ethical behavior when investigating crimes, writing reports, testifying in court, and dealing with victims of crime.
- 9.c. III.G.2.3. Provide follow-up assistance to the victim during an investigation.

10. III.I.1. Analyze the role of law enforcement in responding to sexual abuse.

Assessment Strategies

- 10.1. discuss the elements of sexual assault crimes according to Wis. Stats. §940.225

Criteria

- 10.1. student identifies the elements of First Degree Sexual Assault (Wis. Stats. §940.225(1)).
- 10.2. student identifies the elements of Second Degree Sexual Assault (Wis. Stats. §940.225(2)).
- 10.3. student identifies the elements of Third Degree Sexual Assault (Wis. Stats. §940.225(3)).
- 10.4. student identifies the elements of Fourth Degree Sexual Assault (Wis. Stats. §940.225(3m)).
- 10.5. student defines "consent" (Wis. Stats. §940.225(4)).
- 10.6. student discusses that neither marriage nor death prevents Wis. Stats. §940.225 from being applied to an offender (Wis. Stats. §940.225(6-7)).

Learning Objectives

- 10.a. III.I.1.1. Define sexual abuse and the elements requiring arrest (Wis. Stat. §940.225).
- 10.b. III.I.1.2. Describe unique dynamics of sensitive crime victimization. (Include acquaintance rape and statutory rape situations, other victim/offender relationships.)

11. III.I.2. Demonstrate investigative techniques in a simulated sexual assault case.

Assessment Strategies

- 11.1. Oral or written response

Criteria

- 11.1. student makes initial contact and assess the individual's needs.
- 11.2. student interviews in a friendly and professional tone.
- 11.3. student gathers complete information during the interview.
- 11.4. student uses open-ended, specific and follow-up questions in the interview.
- 11.5. student makes a determination of victimization based upon elements of 1st, 2nd, 3rd, and 4th degree sexual assault.
- 11.6. student complies with Chapter 950 requirements for the victim.
- 11.7. student complies with and applying all procedures to protect the viability of the evidence.
- 11.8. student addresses specific victim traumatization needs with a referral to Rape Crisis or other entity that provides support.
- 11.9. student addresses investigative needs by contacting SANE or other medical professionals in the pursuit of evidence.
- 11.10. student evaluates the testimonial evidence against the physical evidence.
- 11.11. student analyzes all the evidence towards corroboration of the victim's statement and the prosecution of the case.
- 11.12. student makes inquiries of Probation and Parole, Registered Sex Offender database, the FBI Behavioral Unit or other agencies that may assist in investigation

Learning Objectives

- 11.a. III.I.2.1. Identify the unique obstacles to interviewing a sexual assault victim (includes victimization issues as well as rape drugs or AODA issues).
- 11.b. III.I.2.2. Demonstrate appropriate interviewing techniques for sexual assault victims.
- 11.c. III.I.2.3. Identify what physical evidence should be collected and what limitations exist on physical evidence collection.
- 11.d. III.I.2.4. Explain the implementation of the forensic medical exam and the proper use of the sexual assault evidence kit (for victims and suspects).
- 11.e. III.I.2.5. Describe importance of corroborative statements.

12. III.I.3. Identify other resources that can assist in sexual assault cases.

Assessment Strategies

- 12.1. research additional resources to assist in a sexual assault case

Criteria

- 12.1. student explains what a SANE nurse's role is in examining the victim.
- 12.2. student explains the advantages of using a SANE nurse for the victim and for law enforcement.
- 12.3. student addresses investigative needs by contacting SANE or other medical professionals in the pursuit of evidence.
- 12.4. student addresses specific victim traumatization needs with a referral to Rape Crisis or other entity that provides support.
- 12.5. student makes inquiries of Probation and Parole, Registered Sex Offender database, the FBI Behavioral Unit or other agencies that may assist in investigation.

Learning Objectives

- 12.a. III.I.3.1. Describe the role of the Sexual Assault Nurse Examiners (SANE) nurses.
- 12.b. III.I.3.2 Assess resources that can assist in sexual assault cases: Probation and Parole, Registered Sex Offender database, Behavioral Unit FBI, and Rape Crisis centers.

13. III.J.1. Examine child maltreatment crimes.

Assessment Strategies

- 13.1. review Wisconsin Chapters 948 and 48

Criteria

- 13.1. student explains who must report child maltreatment crimes, what must be reported and when it must be reported.
- 13.2. student describes elements of crimes related to child neglect (emotional, psychological and physical).
- 13.3. student describes elements of crimes related to physical abuse of a child, including pediatric abusive head trauma.
- 13.4. student describes elements of crimes related to sexual abuse of a child.
- 13.5. student describes elements of crimes besides neglect and physical/sexual abuse listed in Chapter 948 (child enticement, failure to act/protect, loaded firearms within reach of children, etc).

Learning Objectives

- 13.a. III.J.1.1. Define child maltreatment.
- 13.b. III.J.1.2. Identify mandatory reporting situations dealing with child maltreatment crimes (Wis. Stats. §48.981).
- 13.c. III.J.1.3. Identify the elements required to arrest for neglect, physical, and sexual abuse of a child (Chapter 948)
- 13.d. III.J.1.4. Explain elements and procedures for referral for child maltreatment crimes (Wis. Stats. §48.981(3)).
- 13.e. III.J.1.5. Explain child protective custody and procedures (Wis. Stats. §48.94(3)(c)).
- 13.f. III.J.1.6. Identify the elements of child enticement crimes that include physical, mental and sexual abuse and child enticement that includes giving or selling a child a controlled substance (Wis. Stats. §948.07)
- 13.g. III.J.1.7. Identify other criminal offenses relating to child maltreatment, such as failure to act/protect and leaving or storing a loaded firearm within the reach or easy access of a child (Chapter 948).

14. III.J.2. Analyze the dynamics involved in child maltreatment crimes.

Assessment Strategies

- 14.1. discuss the dynamics between the victims and offenders of child maltreatment

Criteria

- 14.1. student discusses the dynamics involved in child maltreatment.
- 14.2. student discusses the power differential that exists between the victims and offenders in child maltreatment crimes.
- 14.3. student discusses how offenders groom children as victims of sexual abuse.

Learning Objectives

- 14.a. III.J.2.1. Describe how family dynamics and developmental level of the child can affect an investigation of child maltreatment.
- 14.b. III.J.2.2. Articulate the effect of a power differential between victim and offender.
- 14.c. III.J.2.3. Describe the manipulation and grooming of a child sexual abuse victim.

15. III.J.3. Respond to child maltreatment crimes.

Assessment Strategies

- 15.1. role play how to respond to a child maltreatment crime.

Criteria

- 15.1. student makes initial contact and assess the individual's needs.
- 15.2. student explains how you would manage family crisis on scene for short term.
- 15.3. student notes the family dynamics affecting the victim and the investigation.
- 15.4. student describes productive interview techniques for children and adults and identify child forensic interview experts for assistance with child interviews.
- 15.5. student interview is friendly, professional in tone and gathers complete information.
- 15.6. student uses open-ended, specific and follow-up questions in the interview.

- 15.7. student works collaboratively with Child Protection Workers during the investigation.
- 15.8. student makes a determination of victimization as stated in Chapter 948 of Wisconsin Statutes.
- 15.9. student evaluates the child victim's need for services with the requirements of the juvenile court system.
- 15.10. student notes the behavioral characteristics of both victim and alleged offender and any relationship that exists between the two.
- 15.11. student complies with statute 950 in your interaction (or proposed interaction) with the victim.
- 15.12. student complies with and applies all procedures to protect the viability of the evidence.
- 15.13. student refers the victim to medical professionals appropriately and evaluate the records towards the prosecution of the case.
- 15.14. student analyzes all the evidence towards corroboration of the victim's statement and the prosecution of the case.
- 15.15. student examines ways to deal with victims who recant or who are not cooperative during the law enforcement response.

Learning Objectives

- 15.a. III.J.3.1. Manage a family crisis.
- 15.b. III.J.3.2. Demonstrate appropriate interviewing techniques for children and adults.
- 15.c. III.J.3.3. Demonstrate and document the collection of physical evidence including: environmental, physical (sexual & physical abuse, shaken baby), emotional, and psychological.
- 15.d. III.J.3.4. Describe importance of and types of corroborative interviews.
- 15.e. III.J.3.5. Explain the circumstances surrounding recantation.
- 15.f. III.J.3.6. Describe the roles of other agencies in child maltreatment cases, including CPS, the Guardian ad Litem, medical professionals, child forensic interviewers, Juvenile Court, and others.

16. III.J.4. Recognize the unique investigative issues for missing children.

Assessment Strategies

- 16.1. role play response to a missing child case

Criteria

- 16.1. student determines whether a crime was committed.
- 16.2. student gathers testimonial and physical evidence.
- 16.3. student makes use of all available resources to locate a missing and endangered child.

Learning Objectives

- 16.a. III.J.4.1. Describe the factors required to determine whether a crime was committed (runaway, lost, abducted, etc.).
- 16.b. III.J.4.2. Describe investigative strategies for missing children.
- 16.c. III.J.4.3. Describe criteria for activating an Amber Alert and be aware of the National Center for Missing and Exploited Children.