



# Trauma Notification Training



## Victim Services Division Trauma Notification Training Facilitator Guide



Federal Bureau of Investigation  
2024  
v1.0

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# INTRODUCTION

Trauma Notification Training (TNT) provides participants with information on a four-step, evidence-informed trauma notification model for providing sensitive notifications with professionalism, dignity, and compassion.

## Course Objectives

This course outlines the four-step national trauma notification model and provides guidance on conducting notifications after a mass violence incident (MVI), with some special considerations.

At the end of this course, participants will be able to use the four-step national trauma notification model to provide notifications.

Learning outcome 1: Identify each task in the four-step trauma notification model.

Learning outcome 2: Prepare for a variety of unique situations in the aftermath of MVIs.

Learning outcome 3: Review proper trauma notification process through the use of scenarios.

## Target Audience

The target audience for this course consists of individuals responsible for:

- Providing trauma notifications
- Responding to MVIs
- Case coordination

Prior to taking this course, these individuals should have:

- Interpersonal skills
- Strong communication skills
- Awareness of their strengths and weaknesses when working with victims

Prior to taking this course, these individuals should know:

- The four-step model outlining the “Trauma Notification” web-based training found at [www.fbi.gov/traumanotification](http://www.fbi.gov/traumanotification)
- Local standard operating procedures
- External partners responsible for conducting trauma notifications

The target audience consists of people in the following positions:

- Law enforcement
- Medical examiners/coroners
- Medicolegal investigators
- Victim Advocates
- Chaplains

## **ABOUT THIS GUIDE**

This facilitator guide has been assembled as a companion to the PowerPoint files for the training course. It has been developed to assist facilitators in leading course presentations. The facilitator guide includes more detail on instruction and specific information about presentation of the material and facilitation of exercises.

The Course Content section of this guide consists of the following items, organized by lesson:

- Learning outcomes
- A description of the instructional method
- Layouts and instructional method used
- Time allocation for each lesson
- Practice scenarios
- Pre-test and post-test, with answer keys
- Review of learning outcomes

## **COURSE SCHEDULE**

A recommended course delivery schedule is provided, based on a half day (2.5-3 hours) session. The recommended schedule below provides the approximate time allotted for each module. The actual times for each of these activities may vary slightly.

Time Allotted:	Topics Covered:
0:00-0:15	Welcome
0:15-0:30	Introductions, Agenda Overview, Pre-Test
0:30-1:15	History of the Trauma Notification Initiative
1:15-2:00	Breakout Instructions with Scenarios
2:00-2:20	Scenario Breakout Groups
2:20-3:00	Scenario Review, Post Test, Course Evaluation

## **COURSE ADMINISTRATION**

### **Pre-Course Activities**

All participants should complete the web-based Trauma Notification Training located on [www.fbi.gov/traumanotification](http://www.fbi.gov/traumanotification). This course must be completed at least one week prior to the Trauma Notification Training (TNT).

### **Equipment**

The facilitator is responsible for all equipment needed during this course. This includes training materials, handouts, classroom supplies, laptop/tablet, and/or thumb drive with training materials. The facilitator should test all technology prior to running each course.

### **Evaluations**

Surveys can be issued via hard copy or online.

This course's evaluation can be found in the Instructor Resources at [www.fbi.gov/traumanotification](http://www.fbi.gov/traumanotification).

### **Course Exam**

This course has a pre-test and a post-test that should be administered to all participants. These tests are a simple knowledge check that assess the trainer's ability. Both the pre-tests and post-tests are scored and averaged to obtain the overall percentage. The percentage of the post-test is subtracted from the pre-test to obtain the overall increase or decrease of the participants knowledge.

Participants will not be given results of this test prior to leaving the classroom. Answer keys can be found in the Instructor Resources at [www.fbi.gov/traumanotification](http://www.fbi.gov/traumanotification).

### **Updates to the Course Material**

While a good deal of effort has gone into the development of this training course, it is inevitable that both facilitator(s) and participant(s) will find errors, omissions, or other shortcomings that need to be addressed. Please encourage the participant(s) to bring to your attention any problems they experience with the course. Corrections can be made in subsequent versions of the course materials.

## **COURSE FACILITATION**

### **Suggested Course Checklist**

Thirty days prior to training event

- Date selected
- Approval received
- Recruitment email sent out to intended audience

Three weeks prior to training event

- Facilitator becomes knowledgeable of guide and practices delivery

Ten days prior to training event

- Ensure all handouts are copied
- Reminder emails sent to participants of event

Twenty-four hours in advance

- Check classroom technology
- Set-up classroom

During training event

- At least one hour prior to start, log into technology
- Test all media

One week after training event

- Analyze data from the evaluations

## **COURSE CONTENT**

### **BACKGROUND**

The way family members are notified that their loved one has died can impact their grief and mourning process. The survivors are often in a state of shock and anguish, with their emotional reactions significantly influenced by the way the trauma notification is made. The behavior of the trauma notifier and words utilized not only impact the survivors' grief process but may stay with the survivor forever. The ability to learn about information associated with their loved one's death is associated with a gradual realization about what happened and the slow rebuilding of their life after this traumatic loss (de Leo, D., Anile, C., and Ziliotto, 2015). The family member and person making the trauma notification are linked together by this traumatic moment forever.

In 2022, the estimated number of murders in the nation was 15,047 (FBI, n.d.-a). In that same year there were 50 active shooter incidents (FBI, n.d.-b), preceded by 61 in 2021 and 240 in 2020 (FBI, n.d.-c). Medicolegal Investigators<sup>1</sup> and law enforcement must be prepared to provide compassionate, timely, and professional trauma notifications to family members of those murdered.

Family members of those killed in mass violence incidents (MVI) have consistently commented that the trauma notifications they received were insensitive and uninformed. The FBI identified the lack of trauma notification training and preparedness as a large gap in the community response to MVI victims. As such, the FBI's Victim Services Division (VSD) and Office of Partner Engagement (OPE) along with Penn State University partnered together and developed a research-informed online training called, "We Regret to Inform You...Providing Sensitive Death Notifications with Professionalism, Dignity, and Compassion." This four-step model was initially developed by Mothers Against Drunk Driving. It was launched during National Crime Victim's Rights Week in April 2015.

Since that time, there has been increased interest for an in-person version of "We Regret to Inform You...." Hence, this Guide will provide a path for those seeking to lead this training in person. It is designed to outline the four-step process of the national model utilized by the FBI. This Guide will also outline trauma notification guidance for providing these notifications after an MVI and some of the special considerations involved. It is encouraged that community planning and preparation for MVIs include the development of trauma notification teams. These teams are trained individuals who are identified in advance and can be called upon to assist if necessary. The Guide will provide a blueprint for preparing medicolegal investigators and offer best practices for law enforcement in the event of MVIs. This publication was prepared by government employees working within the scope of their employment

### **TRAUMA NOTIFICATIONS: A VICTIM-CENTERED APPROACH**

It is not uncommon for those in helping roles to inadvertently inflict additional trauma on crime victims and survivors. Individual trauma results from an event, series of events, or set of circumstances that is experienced by an individual as physically or emotionally harmful or life threatening and that has lasting adverse effects on the individual's functioning and mental, physical, social, emotional, or spiritual well-being (SAMHSA, 2014). The first step in providing professional, compassionate trauma notifications with dignity involves preparedness. People that are best prepared to provide these notifications are identified and trained in advanced. These professionals demonstrate a multitude of characteristics, such as compassion, empathy, patience, teamwork, cultural responsiveness, flexibility, and adaptability and are victim-centered and trauma-informed. In addition, they demonstrate a willingness to learn, ability to gather and synthesize a lot of information in a short amount of time, active listening skills, tolerance in high stress situations, and comfort with a variety of human reactions.

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<sup>1</sup>Term includes medicolegal investigators, deputy coroners, and death investigators.


What does it mean to be victim-centered? *A victim centered approach places the crime victims' priorities, needs, and interests at the center of the work with the victim; providing non-judgmental assistance, with an emphasis on client self-determination (one's ability to make choices), where appropriate, and assisting victims in making informed choices; ensuring that restoring victims' feelings of safety and security are a priority and safeguarding against policies and practices that may inadvertently re-traumatize victims ensuring that victims' rights, voices, and perspectives are incorporated when developing and implementing system and community-based efforts that impact crime victims* (Office for Victims of Crime, n.d.). This training provides a victim-centered approach to making trauma notifications.

What does it mean to be trauma-informed? According to the Substance Abuse and Mental Health Services Administration (SAMHSA), there are four key assumptions in a trauma-informed approach. First, there is a basic realization about the trauma as well as an understanding of how this trauma impacts individuals, families, groups, and communities. Second, there is an ability to recognize the signs of trauma, which may not be obvious. An individual may be silent as he or she processes the trauma. Third, the response to trauma should include the six key principles of a trauma-informed approach, which include safety, trustworthiness and transparency; peer support, collaboration and mutuality; empowerment, voice, and choice; cultural; historical; and gender issues (2014). Finally, this approach seeks to resist re-traumatization. It is recommended that those conducting trauma notifications consider how to apply these six principles in the practice of delivering these notifications.



## Welcome

<b>Estimated Time</b>	<b>Overview</b>
One slide: 4.25 mins	Welcome participants

Slide 1	Script	Notes to Facilitator
<p>Title Slide</p>  <p><b>Trauma Notification Training</b></p>	<p>Welcome to the Trauma Notification training, or TNT. My name is _____ and I'll be your facilitator today.</p> <p>Law enforcement can assist in making notifications in non-lethal incidents such as crimes against children, bank robberies, traumatic injuries, hospitalizations, and car accidents.</p> <p>This model can be used to make remote notifications.</p> <p>Most trauma notifications are done after a homicide, motor vehicle accident, overdose, and suicide.</p> <p>It is imperative that anyone providing a trauma notification be trained in advance. Often, this is the first time you will engage with a victim/next of kin (NOK), so this is the first opportunity you have to build rapport.</p> <p>Trauma notifications are the beginning of someone's life without their loved one.</p> <p>We will be here for approximately three hours today with a break.</p> <p>Let's get started.</p> <p style="text-align: center;"><b>Advance to the next slide.</b></p>	<p><b>Preparation</b> None</p> <p><b>Facilitator Activities</b></p>

## Objectives

<b>Estimated Time</b>	<b>Overview</b>
One slide: 45 secs	Review objectives

Slide 2	Script	Notes to Facilitator
<p>Objectives</p> <hr/> <p>Objectives</p> <ul style="list-style-type: none"> <li>• Identify each task in the four-step death notification model.</li> <li>• Prepare for a variety of unique situations in the aftermath of mass violence incidents.</li> <li>• Review proper trauma notification process through the use of scenarios.</li> </ul>	<p>By the end of today you will be able to:</p> <ul style="list-style-type: none"> <li>• Identify each task in the four-step trauma notification model.</li> <li>• Prepare for a variety of unique situations in the aftermath of mass violence incidents.</li> <li>• Review proper trauma notification process through the use of scenarios.</li> </ul> <p>Any questions at this time?</p> <p style="text-align: center;"><b>Advance to the next slide.</b></p>	<p><b>Preparation</b> None</p> <p><b>Facilitator Activities</b> None</p>

## Agenda

<b>Estimated Time</b>	<b>Overview</b>
One slide: 15 secs	Review agenda

Slide 3	Script	Notes to Facilitator
<p>Agenda</p> <hr/> <p>Agenda</p> <ul style="list-style-type: none"> <li>• Introductions               <ul style="list-style-type: none"> <li>◦ Pre-test</li> </ul> </li> <li>• History</li> <li>• Four step process</li> <li>• Scenario Instructions</li> <li>• Breakout Groups</li> <li>• Scenario Review</li> <li>• Wrap Up               <ul style="list-style-type: none"> <li>◦ Post-test</li> <li>◦ Evaluations</li> </ul> </li> </ul>	<p>This is the agenda for our time together.</p> <p>The TNT will include anonymous pre and post tests to measure the instructor’s training abilities, an overview of the four-step model, and scenario-based small groups so participants can assimilate the information and teach it back to the group.</p> <p>Evaluations will be given so we can continue to improve the material and training.</p> <p><b>Who likes to do role plays?</b></p> <ul style="list-style-type: none"> <li>• Role plays are not part of the TNT.</li> </ul> <p style="text-align: center;"><b>Advance to the next slide.</b></p>	<p><b>Preparation</b> None</p> <p><b>Facilitator Activities</b> None</p>

## Introductions

<b>Estimated Time</b>	<b>Overview</b>
One slide: 1.30 minutes	Participant and Facilitator Introductions

Slide 4	Script	Notes to Facilitator
<p>Introductions</p> <p style="text-align: center;">Introductions</p>	<p>I would like to get to know who is in the room today. Let's do introductions. What I would like to know is your name and any professional experience you have conducting trauma notifications and any training you may have received to prepare you for conducting a trauma notification.</p> <p>Facilitators' introduction should follow and include the following:</p> <ul style="list-style-type: none"> <li>• Prior experience with professional trauma notifications.</li> <li>• Years of experience you have working with victims.</li> <li>• Experience with any mass violence incidents.</li> </ul> <p>After introductions, pass out the pre-test with the following instructions:</p> <ul style="list-style-type: none"> <li>• I am passing out the pre-test to measure how much you know about this topic prior to our review.</li> <li>• This is anonymous so please do not put your name on it.</li> <li>• Take about two mins to answer the questions and then pass them back to me.</li> </ul> <p style="text-align: center;"><b>Advance to the next slide.</b></p>	<p><b>Preparation</b> Allow them to do introductions first and then you follow with your professional background information.</p> <p><b>Facilitator Activities</b> After the introductions, hand out pre-tests and gather them when they are completed.</p>



## Are you ready?

Estimated Time	Overview
One slide: 1.5 minutes	Readiness discussion

Slide 5	Script	Notes to Facilitator
<p>Are you ready?</p> <p style="text-align: center;"><u>Are you ready?</u></p>	<p>So, are you ready to provide trauma notifications?</p> <p>This training will allow an opportunity for you to assess if you are ready (personally and professionally) to conduct trauma notifications.</p> <p>The first step to being ready is being trained.</p> <p>Not everyone that is trained has to do trauma notifications if there is something about the incident that is too close to home (i.e., a child death when the notifier has a child around a similar age). You should not be obligated to do a trauma notification if it is too close to home.</p> <p>Due to the sensitivities around making trauma notifications, everyone in this room should be here voluntarily and not because you were voluntold.</p> <p style="text-align: center;"><b>Advance to the next slide.</b></p>	<p><b>Preparation</b> The intent is creating awareness around the difficulty of doing a trauma notification.</p> <p>It is important for the facilitators to make sure that they introduce the thought of self-care at the beginning as it will be highlighted later on in this training.</p> <p><b>Facilitator Activities</b> None</p>

## History

Estimated Time	Overview
One slide: 4 minutes	Training Notification Training

Slide 6	Script	Notes to Facilitator
<p>Trauma Notification Training</p>   <p><a href="http://www.fbi.gov/traumanotification">www.fbi.gov/traumanotification</a></p>	<p><b>Question: How many of you have taken this online training?</b></p> <p>The FBI's Victim Services Division (VSD) reviewed quite a few death/trauma notification models. Mothers Against Drunk Driving (MADD) developed a four-step, trauma-informed model that is used by victim advocates and taught by Concerns of Police Survivors (COPS) to use in the aftermath of line of duty deaths.</p> <p>In 2015, VSD developed the online platform, "We Regret to Inform You..." in partnership with Penn State University through the Office for Partner Engagement (OPE). To date, over 30,000 professionals have taken this training.</p> <p>In 2024, VSD rebranded the training as "Trauma Notification Training" and launched it on <a href="http://fbi.gov">fbi.gov</a>.</p> <p>This model reduces the systematic impact of trauma using an evidence-informed approach to conducting trauma notifications.</p> <p><b>Question: What does it mean to be trauma informed?</b></p> <p style="text-align: center;"><b>Advance to the next slide.</b></p>	<p><b>Preparation</b> None</p> <p><b>Facilitator Activities</b></p>

## Trauma Informed Approach

<b>Estimated Time</b>	<b>Overview</b>
One slide: 7.5 minutes	Trauma informed

Slide 7	Script	Notes to Facilitator
<p>What does it mean to be trauma-informed?</p> <hr/> <p>What does it mean to be trauma-informed?</p> <ul style="list-style-type: none"> <li>• Six Key Principles               <ul style="list-style-type: none"> <li>• Safety</li> <li>• Trustworthiness and Transparency</li> <li>• Collaboration and Mutuality</li> <li>• Empowerment, Voice, and Choice</li> <li>• Cultural, Historical, and Gender Uniqueness</li> <li>• Peer Support</li> </ul> </li> </ul>	<p>Trauma-informed is not just a buzzword, it is a behavior.</p> <p>There are six key principles. They are:</p> <ul style="list-style-type: none"> <li>• <b>Safety</b> <ul style="list-style-type: none"> <li>○ What do victims need to feel safe?</li> <li>○ What are their boundaries?</li> <li>○ Safety means different things to different people.</li> <li>○ Ask the victim if they feel safe and, if they don't, ask what would make them feel safe or more comfortable.</li> </ul> </li> <li>• <b>Trustworthiness and Transparency</b> <ul style="list-style-type: none"> <li>○ Be honest. If you can't answer a question, explain the reason.</li> <li>○ If you don't know the answer, say that you don't know.</li> </ul> </li> <li>• <b>Peer Support</b> <ul style="list-style-type: none"> <li>○ Ask the victim if there is someone that you can call or ask to come over to them for support.</li> <li>○ Victims talk to one another so ensure that all victims are given the same information.</li> </ul> </li> <li>• <b>Collaboration and Mutuality</b> <ul style="list-style-type: none"> <li>○ Recognize your role with the victim. There may be an unspoken power differential between both of you.</li> <li>○ You could restate your role and specific purpose in a caring tone.</li> </ul> </li> <li>• <b>Empowerment, Voice, and Choice</b> <ul style="list-style-type: none"> <li>○ Recognize victims' strength.</li> <li>○ Give victims choices no matter how small.</li> <li>○ For example, ask the victim what name they preferred to be called by or referred to.</li> </ul> </li> </ul>	<p><b>Preparation</b> None</p> <p><b>Facilitator Activities</b> Direct participants to the "Trauma Informed" Fact Sheet by holding it up in front of the group.</p>

	<ul style="list-style-type: none"><li>• Cultural, Historical, and Gender Uniqueness<ul style="list-style-type: none"><li>○ Recognize that victims' needs and reactions may be influenced by culture.</li><li>○ Recognize implicit bias.</li><li>○ Ensure that cultural needs of the victims are met; if you don't know how to do this, ask them.</li><li>○ Be aware of historical trauma for the victim and their community.</li></ul></li></ul> <p><b>Why is it important to address victims in a trauma-informed, manner?</b></p> <ul style="list-style-type: none"><li>• We only get once chance at trauma notifications.</li></ul> <p style="text-align: center;"><b>Advance to the next slide.</b></p>	
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## Transparency

<b>Estimated Time</b>	<b>Overview</b>
One slide: 1.45 minute	Quote from a family

Slide 8	Script	Notes to Facilitator
<p>Quote</p> <hr/> <p>“They weren’t telling us a lot; they weren’t being truthful the whole time. Later we told them, when something like this happens, we are already in shock so tell us the whole truth. It makes it a whole lot easier.”</p> <ul style="list-style-type: none"> <li>• Parents of a murdered child</li> </ul>	<p>This quote demonstrates why it is important to be transparent with the family.</p> <p>Sometimes when it is an active investigation, we may not be able to share as much information as we would like with the family as the information isn’t confirmed but we should tell the family that it is an open investigation, so they know we are not trying to withhold information from them.</p> <p style="text-align: center;"><b>Advance to the next slide.</b></p>	<p><b>Preparation</b> None</p> <p><b>Facilitator Activities</b> None</p>

## Facts

<b>Estimated Time</b>	<b>Overview</b>
One slide: 1 minute	Statistics

Slide 9	Script	Notes to Facilitator
<p>Facts</p> <hr/> <p><b>Facts</b></p> <p>According to the National Incident Based Reporting System: In 2022, the number of murders in the nation reported was 15,047</p> <p>The FBI indicated the following Active Shooter Incidents</p> <ul style="list-style-type: none"> <li>• In 2022, there were 50</li> <li>• In 2021 there were 61</li> <li>• In 2020, there were 40</li> <li>• In 2019, there were 30</li> <li>• In 2018, there were 30</li> </ul> <p>According to the National Law Enforcement Officers Memorial Fund there were the following line of duty deaths:</p> <ul style="list-style-type: none"> <li>• In 2022, there were 224</li> <li>• In 2021, there were 586</li> <li>• In 2020, there were 295</li> <li>• In 2019, there were 135</li> <li>• In 2018, there were 158</li> </ul> <p><small>National Incident Based Reporting System <a href="https://cde.ucr.cjis.gov/LATEST/webapp/#/pages/explorer/crime/crime-trend">https://cde.ucr.cjis.gov/LATEST/webapp/#/pages/explorer/crime/crime-trend</a></small></p> <p><small>FBI Active Shooter Resources <a href="https://www.fbi.gov/resources/active-shooter-safety-resources">https://www.fbi.gov/resources/active-shooter-safety-resources</a></small></p> <p><small>National Law Enforcement Officers Memorial Fund <a href="https://nleomf.org/">https://nleomf.org/</a></small></p>	<p>These statistics highlight the number of deaths and active shooter incidents.</p> <p><b>Question: How does the FBI define an active shooter?</b></p> <p>An active shooter is an individual actively engaged in killing or attempting to kill people in a populated area, and recent active shooter incidents have underscored the need for a coordinated response by law enforcement and others to save lives.</p> <p>Most trauma notifications occur in homicides, motor vehicle incidents, suicides, and overdoses; if LE are trained on doing trauma notifications in their daily work, they will be prepared in the event of a mass violence incident.</p> <p>Trauma notifications are not a matter of “if” but rather “when”.</p> <p><b>Question:</b> <b>Does anyone recollect the four steps in the trauma notification process? (Ask before advancing to the next slide)</b></p> <p style="text-align: center;"><b>Advance to the next slide.</b></p>	<p><b>Preparation</b> None</p> <p><b>Facilitator Activities</b> None</p> <p>Links:</p> <p>National Incident Based Reporting System <a href="https://cde.ucr.cjis.gov/LATEST/webapp/#/pages/explorer/crime/crime-trend">https://cde.ucr.cjis.gov/LATEST/webapp/#/pages/explorer/crime/crime-trend</a></p> <p>National Law Enforcement Officers Memorial Fund <a href="https://nleomf.org/">https://nleomf.org/</a></p> <p>FBI Active Shooter Resources <a href="https://www.fbi.gov/resources/active-shooter-safety-resources">https://www.fbi.gov/resources/active-shooter-safety-resources</a></p>

## Four Step Process

<b>Estimated Time</b>	<b>Overview</b>
One slide: 1.5 minute	Four step process review

Slide 10	Script	Notes to Facilitator
<p>Four step process</p> <hr/> <p>Four Step Process</p> <ul style="list-style-type: none"> <li>• Planning</li> <li>• Preparation</li> <li>• Delivery</li> <li>• Follow Up</li> </ul>	<p>The four-steps in the trauma notification to are:</p> <ul style="list-style-type: none"> <li>• Planning</li> <li>• Preparation</li> </ul> <p>Planning and preparation will set you up for a successful delivery process.</p> <ul style="list-style-type: none"> <li>• Delivery</li> <li>• Follow Up</li> </ul> <p>We will discuss each of these steps and the taskings within each of them.</p> <p style="text-align: center;"><b>Advance to the next slide.</b></p>	<p><b>Preparation</b> None</p> <p><b>Facilitator Activities</b> None</p>

## Planning

<b>Estimated Time</b>	<b>Overview</b>
One slide: 5 minutes	Planning

Slide 11	Script	Notes to Facilitator
<p>Planning</p> <hr/> <p>Planning</p> <ul style="list-style-type: none"> <li>• Victim Identification</li> <li>• Team selection</li> <li>• Next of Kin (NOK) identification</li> <li>• Details</li> </ul>	<p>Identification of decedent</p> <ul style="list-style-type: none"> <li>• How was the decedent identified?</li> <li>• How does your jurisdiction identify deceased individuals? Is it visually or forensically?</li> <li>• Most jurisdictions use visual identification which is not full proof. <ul style="list-style-type: none"> <li>○ <b>You should be 100% certain about the decedent's identify and the way in which the victim was identified before approaching the Next of Kin (NOK), or the identified family member who has a legal right to make decisions for the victim, with a notification.</b></li> <li>○ <b>If you are not 100% certain about the victim's identity, do not do the notification.</b></li> </ul> </li> <li>• Who pronounces death in your community? <ul style="list-style-type: none"> <li>○ EMT, fire rescue, law enforcement, medical examiner, coroner?</li> </ul> </li> </ul> <p>Team Selection</p> <ul style="list-style-type: none"> <li>• Identify a trained team of two to deliver the notification.</li> <li>• Consider whether you need an interpreter</li> <li>• Practice your delivery statement with your team member.</li> <li>• Consider driving together to the next of kin's location</li> </ul> <p>Identify the Next of Kin (NOK)</p> <ul style="list-style-type: none"> <li>• Who is the legal NOK?</li> <li>• Do they live in your jurisdiction or is a remote notification needed by another agency? If so, who is the agency and are they trained to provide trauma notifications?</li> </ul>	<p><b>Preparation</b> None</p> <p><b>Facilitator Activities</b> None</p>

	<ul style="list-style-type: none"><li>• Is there a specific legal hierarchy of NOK in your jurisdiction?<ul style="list-style-type: none"><li>○ This can be difficult to define based on the community you are working in.</li></ul></li></ul> <p>Details of death</p> <ul style="list-style-type: none"><li>• Gather the details of the death and check with investigative lead about which details you can share (i.e., where did the death happen, what time did the incident occur, who was with the decedent, etc.)</li></ul> <p><b>Questions: What do you think is involved with the preparedness phase?</b></p> <p><b>Advance to the next slide.</b></p>	
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## Preparedness

<b>Estimated Time</b>	<b>Overview</b>
One slide: 5 minutes	Preparedness

Slide 12	Script	Notes to Facilitator
<p>Preparation</p> <hr/> <p>Preparation</p> <ul style="list-style-type: none"> <li>• Standard Operating Procedures</li> <li>• NOK research</li> <li>• Emotional and Physical response preparation</li> </ul>	<p>Become familiar with your jurisdiction’s trauma notification Standard Operating Procedures (SOP).</p> <ul style="list-style-type: none"> <li>• Who is responsible to pronounce death?</li> <li>• Who is responsible for identifying the victim?</li> <li>• Who is responsible for providing the trauma notification?</li> </ul> <p>Research NOK and their residence</p> <ul style="list-style-type: none"> <li>• Have there been calls for medical emergencies at the NOK location/residence?</li> <li>• Have there been officer safety issues at the NOK location/residence?</li> <li>• Does the NOK or others living at that location have a criminal history?</li> <li>• Have there been child protection issues at the location/residence?</li> <li>• Are there minor children in the home?</li> </ul> <p>Prepare for emotional and physical responses.</p> <ul style="list-style-type: none"> <li>• For those of you who have conducted trauma notifications, what are some of the victim responses that you have witnessed?</li> <li>• Become familiar with various crime victim’s responses in advance.</li> <li>• Allow victims to have emotional responses short of hurting themselves.</li> <li>• Do not judge responses.</li> </ul> <p>Plan for the worse, hope for the best.</p> <p><b>Question: What do you think are the key elements in the delivery phase?</b></p> <p><b>Advance to the next slide.</b></p>	<p><b>Preparation</b> None</p> <p><b>Facilitator Activities</b> None</p>

## In-Person Delivery

<b>Estimated Time</b>	<b>Overview</b>
One slide: 5 minutes	In-Person Delivery

Slide 13	Script	Notes to Facilitator
<p>In Person Delivery</p> <hr/> <p>In Person Delivery</p> <ul style="list-style-type: none"> <li>• Primary/Support roles</li> <li>• Confirm NOK</li> <li>• Provide credentials or identification</li> <li>• Ask to enter home; sit down</li> <li>• Brief overview of incident</li> <li>• One sentence delivery</li> <li>• Allow for responses and reactions</li> <li>• Next steps</li> </ul>	<p>Ideally, trauma notification should be done in person.</p> <p>Team of two responds to NOK location; use surveillance skills to see if there are children’s toys in the yard, dog toys, etc.</p> <p>Team lead member is the primary speaker.</p> <ul style="list-style-type: none"> <li>• This person should be an investigative official (i.e., Medicolegal Investigator, or Law Enforcement Officer)</li> </ul> <p>Support team member observes the notification and provides support.</p> <ul style="list-style-type: none"> <li>• This person should be a victim advocate, chaplain, or other trained individual</li> </ul> <p>Confirm identity of the person you are addressing.</p> <ul style="list-style-type: none"> <li>• Ensure the person you are speaking with is the actual NOK.</li> </ul> <p>Introduce self and provide credentials.</p> <p>Ask to enter the home and ask the NOK to sit down; team should sit down too so everyone is on the same eye level.</p> <ul style="list-style-type: none"> <li>• Why is it important to sit down? (Because people may collapse and sustain an injury)</li> <li>• If it is not appropriate to enter the home or if the NOK refuses to let you inside the home, ask them to sit and the support team member can sit next to them.</li> <li>• It is important that the person delivering the notification is not standing over the NOK.</li> <li>• If the NOK refuses to sit down, be prepared if the individual falls or collapses in response to the news.</li> </ul>	<p><b>Preparation</b> None</p> <p><b>Facilitator Activities</b> Refer to the “Coping with Grief” brochure and advise that they have been translated into 10 different languages. Hold up to show the participants.</p>

	<p>You may have to ask who else is in the home today.</p> <p>Are there children or pets in the home? Be aware.</p> <p>Provide a brief overview of the incident.</p> <p>Provide a one-sentence delivery and then pause; be prepared to repeat this sentence as the NOK may be in shock.</p> <ul style="list-style-type: none"> <li>• Example: There was a shooting incident at “X location”. I am sorry to tell you that your (relationship) (name of decedent) has died.</li> <li>• Specifically say the word, “dead” or “died” versus “lost” or “gone”.</li> </ul> <p>Use decedent’s name and not terms like “the body” or “remains”.</p> <p>Leave no room for interpretation.</p> <p>Sometimes there will be silence; be present in their pain without trying to fill the silence.</p> <p>Answer all questions honestly. If you can’t answer a question, explain the reasoning why.</p> <p><b>Question: What do you think are the most common questions we are asked after delivering a trauma notification?</b></p> <p>Some commonly asked questions include:</p> <ul style="list-style-type: none"> <li>• How do you know it is him/her?</li> <li>• Where did this happen?</li> <li>• Where is my loved one now?</li> <li>• May I see him/her?</li> <li>• What is an autopsy and why is it necessary?</li> <li>• Did they suffer?</li> <li>• Why?</li> </ul> <p>Explain next steps.</p>	
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	<ul style="list-style-type: none"> <li>• Is an autopsy required? If so, are there cultural considerations you need to relay to the forensic pathologist? <ul style="list-style-type: none"> <li>○ Explain that an autopsy is a surgical procedure to gather evidence.</li> </ul> </li> <li>• Is a visual identification required by the NOK in your jurisdiction? If so, when does it need to be done? Can someone drive the NOK? Will there be any support at the identification location?</li> </ul> <p>Ask the NOK if you or the support team member can contact them within the next 24 hours for follow up.</p> <ul style="list-style-type: none"> <li>• If so, obtain the NOK’s contact information.</li> <li>• Ask NOK how they prefer to be contacted (in-person, phone, text, email)</li> </ul> <p>Ask if there are other family members that the NOK would like you to contact (i.e., there may be a family member in the military, incarcerated, or overseas and the NOK may need help navigating those systems)</p> <ul style="list-style-type: none"> <li>• If other family members are not in your jurisdiction, you will need to identify the appropriate agency that can provide this notification in person.</li> </ul> <p>Provide “Coping with Grief” brochure so the NOK has written material (this is available in the 10 most common languages); do not inundate the family with business cards.</p> <p>If a victim advocate is not present during the trauma notification, provide the family with his/her business card; ensure that you tell the victim advocate that they need to contact the next of kin.</p> <p>Provide contact information for the person who will follow up if one is not present during the trauma notification.</p>	
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	<p><b>Do not leave NOK alone</b></p> <ul style="list-style-type: none"><li>• Contact chaplain, family friend, clergy, etc.</li><li>• Team is there to provide support; it is not our role to share faith/ideology/beliefs</li><li>• There are individuals who prefer to be alone despite best efforts to contact someone. Their wishes should be respected with an offer to call them within a few hours to check in.</li></ul> <p><b>Question: While trauma notification can be in person, can anyone think of a time you had to do it remotely?</b></p> <ul style="list-style-type: none"><li>• Allow answers.</li></ul> <p><b>Question: Why do you think trauma notifications should be done in person?</b></p> <ul style="list-style-type: none"><li>• We don't know if the person is driving, at work, grocery store, etc.</li><li>• We don't know if the person has a medical condition.</li><li>• We don't know if the person has children with him.</li></ul> <p>Dignity and respect are imperative when children are present.</p> <p><b>Question: When you go out to meet with the next of kin, what do you think are helpful things to say?</b></p> <p style="text-align: center;"><b>Advance to the next slide.</b></p>	
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## Helpful Delivery Statements

<b>Estimated Time</b>	<b>Overview</b>
One slide: 1 minute	Helpful statements when making a trauma notification

Slide 14	Script	Notes to Facilitator
<p>Helpful Delivery Statements</p> <hr/> <p>Helpful Delivery Statements</p> <ul style="list-style-type: none"> <li>• I am so sorry.</li> <li>• This is harder than most people think.</li> <li>• Most people who have gone through this react similarly to you.</li> <li>• People can experience many different feelings at the same time.</li> <li>• This may be one of the most difficult times in your life.</li> </ul> <p style="text-align: center;">Recognize that silence is okay too</p>	<p>There is nothing we can say that will take away the pain of someone’s loss. Here are a few statements that you could say.</p> <p>Sometimes we need to sit silently with a family. Don’t fill up the silence.</p> <p><b>Question: Are there other statements that you think could be helpful?</b></p> <p><b>Question: What are some helpful things people say that are not helpful?</b></p> <p style="text-align: center;"><b>Advance to the next slide.</b></p>	<p><b>Preparation</b> None</p> <p><b>Facilitator Activities</b> None</p>

## Pitfall Statements

<b>Estimated Time</b>	<b>Overview</b>
One slide: 3 minutes	Statements not to say during a trauma notification

<b>Slide 15</b>	<b>Script</b>	<b>Notes to Facilitator</b>
<p><b>Delivery Pitfall Statements</b></p> <hr/> <p>Delivery Pitfall Statements</p> <ul style="list-style-type: none"> <li>• The body....</li> <li>• I know how you feel. (You don't.)</li> <li>• I understand...</li> <li>• Time heals all wounds. (It doesn't.)</li> <li>• You need to be strong. (They don't.)</li> <li>• You'll get over this someday. (They may not.)</li> <li>• He was just in the wrong place at the wrong time.</li> <li>• You must go on with your life.</li> <li>• You will find closure.</li> <li>• He didn't know what hit him.</li> <li>• It's best to remember him the way he was.</li> <li>• You don't need to know that.</li> <li>• You don't want to see him.</li> <li>• Religious phrases</li> <li>• Think of all of your happy memories.</li> </ul>	<p>Most people are well meaning; however, these are things said to families that are hurtful. Here are just a few:</p> <p>The body....</p> <ul style="list-style-type: none"> <li>• Never refer to their loved one as a “thing” such as a body or remains. Use the decedent’s name or relationship to that individual (your son, daughter, sister, etc.)</li> </ul> <p>I know how you feel.</p> <ul style="list-style-type: none"> <li>• You don’t. This is not the time to share your loss experience as all losses are different.</li> </ul> <p>I understand.</p> <ul style="list-style-type: none"> <li>• You don’t. Each experience is different.</li> </ul> <p>Time heals all wounds.</p> <ul style="list-style-type: none"> <li>• It doesn’t. There will always be an empty seat at their table and a void at major life events.</li> <li>• It is important to note that grief ebbs and flows like an ocean.</li> <li>• Grief lasts for a period of time; mourning lasts for a lifetime.</li> </ul> <p>You need to be strong.</p> <ul style="list-style-type: none"> <li>• They don’t. Children often mimic what they see. If adults remain stoic, children may think they need to be stoic as well.</li> </ul> <p>You'll get over this someday.</p> <ul style="list-style-type: none"> <li>• They may not.</li> </ul>	<p><b>Preparation</b> None</p> <p><b>Facilitator Activities</b> Share “Faith Considerations” Fact Sheet. Hold up and show the participants.</p>

	<p>He was just in the wrong place at the wrong time.</p> <ul style="list-style-type: none"> <li>• Where is the wrong place and the wrong time?</li> <li>• This statement could be perceived as victim blaming.</li> </ul> <p>You must go on with your life.</p> <ul style="list-style-type: none"> <li>• They may not feel like they will ever go on with their life without their loved one.</li> </ul> <p>You will find closure.</p> <ul style="list-style-type: none"> <li>• Closure is a word that we do not use with victims.</li> <li>• Death is final; grief is a process.</li> <li>• They determine how to incorporate this loss into their life and telling them they will find closure implies that they will get over this loss.</li> </ul> <p>He didn't know what hit him.</p> <ul style="list-style-type: none"> <li>• We don't know this to be true.</li> <li>• Many NOK want to know if their loved one was in pain before they were killed. It is important to refer these questions to a pathologist who completed the autopsy.</li> <li>• If you tell them that their loved one died instantly and they find out through the autopsy report or a testifying pathologist that their loved one was alive for a short period of time, this can be devastating.</li> <li>• (E.g.: if their loved one were alive for 30 seconds, go home and put a cup of coffee in the microwave for 30 seconds. This will be the longest 30 seconds of your life if this were your child)</li> </ul> <p>It's best to remember him the way he was.</p> <ul style="list-style-type: none"> <li>• This response can be given by a person who is being asked by the victim if they can see their loved one.</li> </ul>	
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	<p>You don't need to know that.</p> <ul style="list-style-type: none"><li>• If we can't tell the NOK certain information, tell them why you can't.</li><li>• If we don't know the answer to the question they are asking, it is important to tell them you will do your best to find out and follow up. Then make sure you follow up.</li></ul> <p>You don't want to see him.</p> <ul style="list-style-type: none"><li>• This is a question best posed to the Medical Examiner/Coroner after you know what the options are in your jurisdiction.</li><li>• We don't want to be the person telling the NOK what they can and can't view.</li><li>• Most times, we advise the family that they can work with their funeral home to view their loved one in private on their own timeline.</li></ul> <p>Religious phrases</p> <ul style="list-style-type: none"><li>• (E.g., "God wanted another angel" etc.)</li></ul> <p>Think of all of your happy memories.</p> <ul style="list-style-type: none"><li>• They would prefer to have their loved one here to make new memories.</li></ul> <p><b>Question: What do you do if the NOK does not live in your AOR?</b></p> <p style="text-align: center;"><b>Advance to the next slide.</b></p>	
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## Remote Notification

<b>Estimated Time</b>	<b>Overview</b>
One slide: 2.5 minutes	Remote notifications

Slide 16	Script	Notes to Facilitator
<p>Remote notification</p> <hr/> <p>Remote Notification</p> <ul style="list-style-type: none"> <li>• At no time should you make the death notification telephonically unless absolutely necessary</li> <li>• Identify jurisdiction for the Next of Kin location</li> <li>• Contact jurisdiction to request in person notification with a team of two</li> <li>• Local jurisdiction follows same delivery process but will have primary agency available by phone to provide additional information and answer questions</li> </ul>	<p><b>Best practice is that trauma notifications be made in person by a team of trained individuals and not telephonically.</b></p> <p>Remote notifications could be made by a local law enforcement agency as opposed to a telephonic notification as we don't know if people are driving when they are contacted nor do we know if they have any medical conditions that we could exacerbate.</p> <p>Team should ask the remote team to go out and make the notification in person.</p> <p>If the remote team is not trained, provide a quick overview of the four-step process and ask if you can be on the phone when the remote team gets to the house and makes the notification or be available by phone for the remote team to contact.</p> <p>Interpreters may be needed to translate during a trauma notification. If they are unable to be with the team during the notification, they may have to translate via telephone while the team is providing the notification.</p> <p><b>Question: What do you think are the most common questions that the NOK ask us during follow up conversations?</b></p> <p style="text-align: center;"><b>Advance to the next slide.</b></p>	<p><b>Preparation</b> None</p> <p><b>Facilitator Activities</b> None</p>

## Follow Up

<b>Estimated Time</b>	<b>Overview</b>
One slide: 5 minutes	Common follow up topics

Slide 17	Script	Notes to Facilitator
<p>Follow up</p> <hr/> <p>Follow Up</p> <ul style="list-style-type: none"> <li>• Media</li> <li>• Autopsy</li> <li>• Resources</li> <li>• Personal Effects</li> </ul>	<p>It is best practice to engage a victim services provider to follow up with the NOK and family.</p> <ul style="list-style-type: none"> <li>• Inquiries about the media               <ul style="list-style-type: none"> <li>○ Homeowners can call local law enforcement if media is on their property as it is private property.</li> </ul> </li> <li>• Information about the autopsy process               <ul style="list-style-type: none"> <li>○ How long will it take for their loved one to be autopsied?</li> <li>○ When can they plan a funeral? (Refer them to their funeral home so the funeral director can go direct with the ME/Coroner's office)</li> <li>○ This varies with religions and cultures.</li> </ul> </li> <li>• Resources to pay for their loved one's funeral as most people don't have life insurance for their children.               <ul style="list-style-type: none"> <li>○ Crime Victims Compensation (CVC), a state program created to help victims of violent crime with out-of-pocket expenses.</li> <li>○ CVC benefits vary by state.</li> </ul> </li> <li>• Inquiries about their loved one's personal effects.               <ul style="list-style-type: none"> <li>○ What is the #1 item families want? (Phone as it has contacts and photos) – this is the most common item LE tends to keep for the investigation.</li> <li>○ Jewelry- these items may be collected during the autopsy if not needed for evidence.</li> <li>○ Items should be decontaminated before giving back to NOK unless there are cultural considerations.</li> </ul> </li> </ul>	<p><b>Preparation</b> None</p> <p><b>Facilitator Activities</b> None</p>



**Question: Do you remember the four-step process?**

- Planning
- Preparing
- Delivery
- Follow Up

**Advance to the next slide.**

## Post Notification Recap

<b>Estimated Time</b>	<b>Overview</b>
One slide: 2 minutes	Post notification recap between team members

Slide 18	Script	Notes to Facilitator
<p>Post notification recap</p> <hr/> <p>Post Notification Recap</p> <ul style="list-style-type: none"> <li>• Discuss the Next of Kin's reactions as well as personal reactions</li> <li>• Stress reduction</li> <li>• Resources</li> </ul>	<p><b>Question: Why is the post notification recap important?</b></p> <ul style="list-style-type: none"> <li>• Allow responses.</li> <li>• It allows us to process the impact on us as notifiers.</li> <li>• If we speak to our experience, it gives it voice and takes it out of our subconscious.</li> </ul> <p>Ask your fellow team member how they thought the notification went.</p> <p>What are things you learned?</p> <p>What would you do differently?</p> <p>The post notification recap is a big part of self-care as it helps us talk about the notification and get it out of our heads.</p> <p>Now we will discuss how to apply the four-step process to mass violence incidents.</p> <p><b>Question: How is a mass violence incident (MVI) defined?</b></p> <p style="text-align: center;"><b>Advance to the next slide.</b></p>	<p><b>Preparation</b> None</p> <p><b>Facilitator Activities</b> Refer to the "Are you ready to provide a trauma notification?" Fact Sheet</p>

## Mass Violence Incidents

<b>Estimated Time</b>	<b>Overview</b>
One slide: 7 minutes	Mass violence incidents

Slide 19	Script	Notes to Facilitator
<p>Mass violence incidents</p> <hr/> <p>Mass Violence Incidents</p> <ul style="list-style-type: none"> <li>• Each family should have own team</li> <li>• Private area</li> <li>• On-scene convergence</li> <li>• Manage expectations</li> <li>• Provisional death notifications</li> </ul>	<p>DOJ’s Office for Victims of Crime (OVC) defines mass violence as an intentional violent criminal act, for which a formal investigation has been opened by the Federal Bureau of Investigation (FBI) or other law enforcement agency, that results in physical, emotional, or psychological injury to a sufficiently large number of people to significantly increase the burden of victim assistance and compensation for the responding jurisdiction as determined by the OVC Director. OVC will evaluate whether the community has been overwhelmed by the violent criminal act; that determination will vary by location and incident.</p> <p>Communities will generally set up the Friends and Relatives Center (FRC), a location where individuals gather immediately after the MVI to obtain information.</p> <p>Each family should be assigned their own team.</p> <p>Family members and their teams should sit in a private area, as much as possible.</p> <p>Trauma notifications should not be done in a room where family members are called in to receive the notification. This will increase anxiety for those that are still waiting.</p> <p>The National Transportation Safety Board (NTSB) estimates that the on-scene convergence is approximately 6-8 family members per family so you need to make sure you have a location that is large enough to accommodate all of these people.</p>	<p><b>Preparation</b> None</p> <p><b>Facilitator Activities</b> None</p> <p><a href="https://ovc.ojp.gov/sites/g/files/xyckuh226/files/public/mvt-toolkit/glossary.html">https://ovc.ojp.gov/sites/g/files/xyckuh226/files/public/mvt-toolkit/glossary.html</a></p>

	<p>Provisional trauma notifications may be those notifications that occur when there are fragmented remains that need further forensic testing.</p> <p>Provisional trauma notifications are not ideal but sometimes they are all we have until a forensic identification can be done. This could mean utilizing language such as, “we don’t have 100% forensic identification of all the victims at this time, however it is likely that your loved one is deceased.” This should only be said after consultation with the lead law enforcement agency and/or Medical Examiner/Coroner.</p> <p>Law enforcement should not eat or take calls in the same space as the victims as it can be perceived as insensitive and uncaring; since there are teams of two, one team member can take a break at a time.</p> <p>Victims should receive regular updates from officials even if there is no new information to release. It shows the families that officials remain engaged with them.</p> <p>Names of the victims should not be publicly released until they are ensured that all trauma notifications have been made.</p> <p>Autopsy reports should be hand delivered to the NOK before they are released to the media.</p> <p><b>Questions: What are some key considerations that you think we encounter when making trauma notifications?</b></p> <p><b>Advance to the next slide.</b></p>	
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## Key Considerations

<b>Estimated Time</b>	<b>Overview</b>
One slide: 3 minutes	Key considerations to remember

Slide 20	Script	Notes to Facilitator
<p>Key considerations</p> <hr/> <p>Key Considerations</p> <ul style="list-style-type: none"> <li>• Social Media</li> <li>• Children</li> <li>• Persons with disabilities</li> <li>• Older Adults</li> <li>• Language</li> <li>• International</li> <li>• Cultural</li> <li>• Deceased subject</li> </ul>	<p>Here are a few considerations that are common to trauma notifications:</p> <p><b>Social Media</b></p> <ul style="list-style-type: none"> <li>• Sometimes we are confirming the death that they have been made aware of through social media.</li> <li>• Team members could be met with anger since they expect to get a formal notification.</li> <li>• The team should advise that we don't do notifications until we are 100% certain of the victim's identity.</li> </ul> <p><b>Children</b></p> <ul style="list-style-type: none"> <li>• Children should be notified by a trusted adult.</li> <li>• Victim services providers may be able to provide trauma notifications to children.</li> <li>• Children should not be utilized to translate the notification.</li> <li>• Ideally, children should not be in the same area as adults when the notification is made.</li> </ul> <p><b>Persons with disabilities</b></p> <ul style="list-style-type: none"> <li>• Ensure you are at eye level if the person uses a wheelchair.</li> </ul> <p><b>Older Adults</b></p> <ul style="list-style-type: none"> <li>• There may be some memory issues in this population.</li> <li>• Written material may need to be in larger font.</li> <li>• Notifiers may need to speak in a louder voice to ensure that the next of kin hears them (obviously the notifier should not shout at the NOK)</li> </ul> <p><b>Language</b></p> <ul style="list-style-type: none"> <li>• Language services may need to assist.</li> </ul>	<p><b>Preparation</b> None</p> <p><b>Facilitator Activities</b> Refer to "Trauma Notification and Children" Fact Sheet; hold up to show participants</p>

	<p>International</p> <ul style="list-style-type: none"><li>• Embassies are located in the US and can be contacted to report the death of a foreign national.</li></ul> <p>Cultural</p> <ul style="list-style-type: none"><li>• Teams should always be culturally aware of the population in which they are working.</li><li>• Medical examiners or coroners may have a group of vetted organizations that work with various populations within their community.</li></ul> <p>Deceased subject</p> <ul style="list-style-type: none"><li>• A trauma notification team that is not working with the victims should do the notification to the family of a deceased subject.</li><li>• Usually, victim advocate cannot do trauma notifications to families of deceased subjects as they are funded by the Victims of Crime Act (VOCA) and cannot serve those accused of a crime.</li><li>• A chaplain may be able to assist.</li></ul> <p style="text-align: center;"><b>Advance to the next slide.</b></p>	
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## Scenarios

<b>Estimated Time</b>	<b>Overview</b>
One slide: 1 minute	Scenarios

<b>Slide 21</b>	<b>Script</b>	<b>Notes to Facilitator</b>
<p>Scenarios</p> <p style="text-align: center;">Scenarios</p> <hr style="width: 20%; margin-left: 0;"/>	<p>Now we are going to discuss the scenario based small groups before taking a break and separating into our small groups.</p> <p>These are not role plays.</p> <p style="text-align: center;"><b>Advance to the next slide.</b></p>	<p><b>Preparation</b> None</p> <p><b>Facilitator Activities</b> None</p>

## Scenario Guidance

<b>Estimated Time</b>	<b>Overview</b>
One slide: 1 minute	Scenario Guidance

Slide 22	Script	Notes to Facilitator
<p>Scenario Guidance</p> <hr/> <p>Scenario Guidance</p> <ul style="list-style-type: none"> <li>• Split into teams of two</li> <li>• Each team member picks a role (Primary/Secondary)</li> <li>• Review your scenario</li> <li>• Discuss each of the four steps</li> <li>• What is your delivery statement?</li> <li>• Be prepared to brief the group</li> </ul>	<p>Split into teams of two.</p> <p>Each team member picks a role (Primary/Secondary).</p> <p>Review your scenario; each group has the same scenario but different deceased victims.</p> <p>Walk through each of the four steps.</p> <p>Develop your delivery statement.</p> <p>Be prepared to brief the group.</p> <p style="text-align: center;"><b>Advance to the next slide.</b></p>	<p><b>Preparation</b> None</p> <p><b>Facilitator Activities</b> Pass out one scenario per group. There are 10 scenarios so each group should have their own. If there aren't enough participants, pull some of the scenarios to review as a larger group.</p>



## General Scenario

<b>Estimated Time</b>	<b>Overview</b>
One slide: 3 minutes	General Scenario

Slide 23	Script	Notes to Facilitator
<p>General scenario</p> <hr/> <p><b>General Scenario</b></p> <p style="text-align: center;"><b>EXERCISE</b></p> <p>An active shooter incident took place at a hotel, conference center, and casino complex that is hosting an international delegation from various countries. Several local elected officials were attending the dinner with delegate members. At the same hotel, a Bar Mitzvah was taking place with over 100 attendees. In another part of the complex, American Indian basketball tournament was starting.</p> <p>There are 51 confirmed deceased and multiple injured. Some of the injured have declined medical attention and some have been taken to area hospitals. The number of injured keeps rising as more information comes into the command post. Two subjects have been neutralized and another one is in custody. The media has already been reporting on the incident but have not identified any victims. All deceased are being taken from the scene to the medical examiner's office.</p>	<p>Everyone has the same scenario. The only difference is the deceased victims and next of kin.</p> <p>Read it to the group.</p> <p>Take a five-minute break and then get into your small groups for 15 minutes.</p> <p style="text-align: center;"><b>Advance to the next slide.</b></p>	<p><b>Preparation</b> None</p> <p><b>Facilitator Activities</b> Read the scenario to the group while this slide is on the screen.</p> <p>Leave this slide up while everyone is into 10-breakout groups.</p> <p>Pass out one scenario to each group.</p>

## Group 1

<b>Estimated Time</b>	<b>Overview</b>
One slide: 5 minutes	Cultural competency/remote notification

Slide 24	Script	Notes to Facilitator
<p>Group 1</p> <hr/> <p>Group 1</p> <p style="text-align: center;"><b>EXERCISE</b></p> <p>Deceased names are Angelica H. P. (22) and Krystal S. H. (25). They are sisters and worked at the conference center. The person answering the door is Sophia S. R. (40). Sophia's father, Juan, lives in Honduras.</p>	<p>Who did you select to be the notifier?</p> <p>What are things you should prepare for?</p> <p>What do you do to verify who's who in the house?</p> <p><i>What is your delivery statement?</i></p> <p>"There has been a shooting at the hotel where Kristal and Angelica work. I am sorry to tell you that they were both killed in the shooting."</p> <p>If Sophia is the mom and wants to telephonically notify Juan, what should you do?</p> <p>Is Juan the father of both victims? If not, how would you identify the other father?</p> <p>Do we know if Juan is a foreign national or US Citizen?</p> <p>Any issues they encountered with the scenario?</p> <p>Is there a bilingual speaker on the team?</p> <p>Identify, and address if there is a language barrier.</p> <p style="text-align: center;"><b>Advance to the next slide.</b></p>	<p><b>Preparation</b></p> <p>None</p> <p><b>Facilitator Activities</b></p> <p>Interpreters should be utilized if English is not the first language of the NOK or is hearing impaired.</p> <p>Children and adolescents should NEVER be utilized to translate the trauma notification to the NOK.</p>

## Group 2

<b>Estimated Time</b>	<b>Overview</b>
One slide: 5 minutes	Chosen Family versus Biological Family/Elected Official

Slide 25	Script	Notes to Facilitator
<p>Group 2</p> <hr/> <p><b>EXERCISE</b></p> <p>Deceased name is Robert S. He is a county commissioner. Gary G. answers the door and indicates that Robert and he live together. Gary advised that Robert's mother, Martha S. resides in another state.</p>	<p>How do you identify whom to notify?</p> <p>Does Robert have a social media presence?</p> <p>If partner is not legal NOK, what do you do?</p> <p><i>What is your delivery statement?</i></p> <p>“There has been a shooting at the conference center. Robert was attending an event and was killed in the shooting.”</p> <p>How would you notify Robert's mother in another state?</p> <ul style="list-style-type: none"> <li>• Would this be a remote notification?</li> <li>• What happens if she has medical issues? Dementia?</li> </ul> <p>What if Gary insists on notifying Robert's mother telephonically?</p> <p style="text-align: center;"><b>Advance to the next slide.</b></p>	<p><b>Preparation</b> None</p> <p><b>Facilitator Activities</b> None</p>

### Group 3

<b>Estimated Time</b>	<b>Overview</b>
One slide: 5 minutes	Foreign Nationals

Slide 26	Script	Notes to Facilitator
<p>Group 3</p> <hr/> <p style="text-align: center;"><b>EXERCISE</b></p> <p>Deceased name is Nadia S. Nadia and her husband are part of the international delegation from Russia. She was taken to the local trauma center and died as a result of her injuries. You respond to the hospital where you are greeted by the hospital administrator who informs you that Nadia was able to speak to her husband, Alexander before he went into surgery for his injuries. You meet Alexander in his hospital room. He has not been told anything by the hospital.</p>	<p>Embassies are in Washington, DC; Consulates are located throughout the United States</p> <p><i>What is your delivery statement?</i></p> <p>“As you know Nadia was injured in the shooting that occurred at the conference center. Unfortunately, she died of the injuries sustained in the shooting.”</p> <p>Do you need a translator?</p> <p>Are there other considerations?</p> <p>Medical considerations for Alexander?</p> <p>Should a medical professional, chaplain, or social worker be in the room when the trauma notification is made?</p> <p>Perhaps bring the doctor who pronounced Nadia deceased into the room so she/he can ask Alexander’s questions.</p> <p>Perhaps children at the hotel that accompanied parents to the US? If so, Child Protection may need to be notified if the children are minors.</p> <p>Who assists in the repatriation of Nadia back to her home of final disposition (Russia)?</p> <p style="text-align: center;"><b>Advance to the next slide.</b></p>	<p><b>Preparation</b> None</p> <p><b>Facilitator Activities</b> None</p>

## Group 4

<b>Estimated Time</b>	<b>Overview</b>
One slide: 5 minutes	Complicated Family Dynamics

Slide 27	Script	Notes to Facilitator
<p>Group 4</p> <hr/> <p><b>Group 4</b></p> <p style="text-align: center;"><b>EXERCISE</b></p> <p>Deceased name is Robert R. You are assigned to the Family Assistance Center (FAC) and a woman checks in as the next of kin of Mr. R. requesting information about him. Her name is Sara R. and states that she is his fiancé. She is escorted to a quiet room awaiting your arrival. On the way to the quiet room, you are advised that another woman checked in as next of kin for Mr. R. and identifies herself as his spouse (Linda M.). She is placed in another quiet room. Unfortunately, she was told by an FRC representative that another person claimed to be Mr. R's next of kin.</p>	<p>Important not to jump to conclusions or make judgments.</p> <p>Who is the NOK? How do you treat each of them?</p> <p>Does the wife and/or fiancé have children in common with Mr. R.? If so, does this change who is the legal NOK?</p> <p>Would you call for back-up?</p> <ul style="list-style-type: none"> <li>• Yes. Ideally you want another trauma notification team to stay with the other potential NOK. One team per family member. One TNT for the wife, and one TNT for the fiancé.</li> <li>• Address and confirm each, and their level of rights wife versus fiancé.</li> </ul> <p><i>What is your delivery statement?</i></p> <p>“A shooting incident took place at the hotel/conference center/casino. Robert was shot and died as a result of his injuries.”</p> <p>Be truthful about the situation. Do your best not to deflect any questions.</p> <p>May bring up challenges related to the return of personal effects (PE).</p> <p style="text-align: center;"><b>Advance to the next slide.</b></p>	<p><b>Preparation</b> None</p> <p><b>Facilitator Activities</b> None</p>

## Group 5

<b>Estimated Time</b>	<b>Overview</b>
One slide: 5 minutes	Cultural Competency/Children

Slide 28	Script	Notes to Facilitator
<p>Group 5</p> <hr/> <p><b>Group 5</b></p> <p style="text-align: center; color: red;">EXERCISE</p> <p>Deceased names are David (11) and Yante J. (9). They were guests at the Bar Mitzva. Their parents are Joseph and Rachel J. They have three brothers and sisters-Mordechay (15), Shimiel (7), and Gennel (4). When you arrive at the home the only person there is Mrs. J. and the two younger children.</p>	<p>There are a lot of cultural considerations, such as an autopsy but don't make assumptions.</p> <p>Is there a need for an autopsy? Track concerns of the family.</p> <p>Should a religious leader or chaplain be contacted to assist with the notification to the family?</p> <ul style="list-style-type: none"> <li>• Some ME offices have relationships with religious leaders that may be able to assist</li> <li>• Can the religious leader make a decree that the victim does not need to be buried within 24 hours?</li> </ul> <p>Determine who should receive the trauma notification in that culture (male figure versus female figure).</p> <p>Consider having a team made up of a male and female.</p> <p><i>What is your delivery statement?</i>          "As you know, David and Yante were at the Bar Mitzva today. There was a shooting at the conference center where the Bar Mitzva took place. David and Yante were shot and died as a result of their injuries. I am so sorry."</p> <p>Where is Joseph (the father) and Mordechay? Could they possibly be deceased or injured? Were they at the Bar Mitzva?</p> <p>Consider the cultural aspects, and customs about personal effects regardless of the biohazards as some cultures want items with their loved one's blood to bury with them.</p> <p>Every attempt should be made to avoid providing a trauma notification in front of children.</p>	<p><b>Preparation</b> None</p> <p><b>Facilitator Activities</b> None</p>

	<p>The trauma notification team may be asked to provide notification to children; ensure that the team members are experienced with this population.</p> <p>The team members need to ensure they are fully aware of cultural considerations for the family member that they are notifying.</p> <p>Has social media impacted this notification? Since some of the children are teens, they may already know about the incident and/or the deceased victims and may have shared this with Mrs. J.</p> <p style="text-align: center;"><b>Advance to the next slide.</b></p>	
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## Group 6

<b>Estimated Time</b>	<b>Overview</b>
One slide: 5 minutes	Gender-Based Competency

Slide 29	Script	Notes to Facilitator
<p>Group 6</p> <hr/> <p>Group 6</p> <p style="text-align: center; color: red;">EXERCISE</p> <p>Deceased name is Michella B. Michella was killed as she walked into the hotel lobby. She is known as a leader and member of the local transgender community. Michella was meeting friends in the hotel lobby bar.</p>	<p>Who should be notified?</p> <ul style="list-style-type: none"> <li>Biological vs. Chosen family</li> </ul> <p>What role may social media play in this notification?</p> <ul style="list-style-type: none"> <li>This notification may be confirmation about what they already know.</li> </ul> <p>How do you refer to the victim?</p> <p><i>What is your delivery statement?</i>            “Michella was walking into a hotel lobby to meet friends and as a shooting began. Michella was shot and died as a result of her injuries.”</p> <p>Family may not identify the victim by the victim’s preferred name. How do you handle this?</p> <ul style="list-style-type: none"> <li>She, her, hers, they, them?</li> </ul> <p>What do you tell Michella’s friends? They may be a great resource to find Michella’s biological family.</p> <p>Do her friends and family think this is a hate crime? If so, how do you address this?</p> <p>You can work with your local LGBTQIA+ organizations to obtain guidance on working with this population.</p> <p style="text-align: center;"><b>Advance to the next slide.</b></p>	<p><b>Preparation</b> None</p> <p><b>Facilitator Activities</b> None</p>



## Group 7

<b>Estimated Time</b>	<b>Overview</b>
One slide: 5 minutes	Domestic Violence

Slide 30	Script	Notes to Facilitator
<p>Group 7</p> <hr/> <p>Group 7</p> <p style="text-align: center; color: red;">EXERCISE</p> <p>Deceased name is Sophie P. When you arrive at her residence, a man answering the door identifies himself as Thomas P., Sophie's father. There is alcohol on his breath, his eyes are blood shot, and he is slurring his words. A woman identifying herself as Sophie's mother comes out of a nearby room and Mr. P. shouts at her to get back in the room. Mrs. P. is visibly upset and wants to know what is going on.</p>	<p>How do you handle this situation?</p> <p>Does Mr. P. need to sober up prior to receiving the trauma notification?</p> <ul style="list-style-type: none"> <li>No, as this could put Mrs. P. in danger if he believes she called the police.</li> </ul> <p>Should there be medical attention available for him?</p> <p>In your preparation, did you check this address to see if there were officer safety and/or response calls to this residence? Weapons in the home?</p> <p>Is there a restraining order in place? If so, does it need to be amended? Perhaps Legal Aid can assist.</p> <p><i>What is your delivery statement?</i> "Sophie was at a conference center attending a dinner. A shooting occurred and she was shot. Sophie died as a result of her injuries."</p> <p>Some people think it is best for Mr. P to sober up before receiving the trauma notification. This is not advisable as he may think Mrs. P. contacted law enforcement.</p> <p>What do you do if Mr. P. becomes combative?</p> <p>If Mrs. P. wants to leave the home, can you transport her to a friend or family member's home, domestic violence shelter, etc.?</p> <p>Do you have concerns about leaving Mr. P. in the home by himself if Mrs. P. decides to leave for the evening?</p>	<p><b>Preparation</b> None</p> <p><b>Facilitator Activities</b> None</p>

	<p>Are there any minor children in the home that may mandate a report with child protection services?</p> <p>Does a safety assessment need to be done for the children?</p> <p>If VS is not present for the notification, make sure s/he knows about this situation so this follow up can be prioritized.</p> <p>Process this situation in the post notification recap as it can be challenging.</p> <p style="text-align: center;"><b>Advance to the next slide.</b></p>	
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## Group 8

<b>Estimated Time</b>	<b>Overview</b>
One slide: 5 minutes	Pre-Existing Trauma

Slide 31	Script	Notes to Facilitator
<p>Group 8</p> <hr/> <p>Group 8</p> <p style="text-align: center; color: red;">EXERCISE</p> <p>Deceased name is Harold H. As you approach the residence of Harold's parents, a neighbor runs out to meet you. He tells you that Harold's father died in a car accident two years ago. Harold and his mother were the only support for one another after this tragic accident.</p>	<p>What do you do after hearing this information?</p> <p><i>What is your delivery statement?</i>            "Your son Harold was at the casino complex and a shooting occurred. He was shot and died of his injuries."</p> <p>Do you allow the neighbor to accompany you into the house?</p> <ul style="list-style-type: none"> <li>• Why or why not?</li> </ul> <p>What emotions/reactions would you expect from Mrs. H?</p> <ul style="list-style-type: none"> <li>• Shock</li> <li>• Elevated response?</li> </ul> <p>Do you leave anything with Mrs. H?</p> <ul style="list-style-type: none"> <li>• The Coping with Grief brochure</li> <li>• Perhaps write information in a larger font if Mrs. H is older and has visual impairments.</li> </ul> <p>Would you leave Mrs. H. alone if she demanded that you leave her home?</p> <ul style="list-style-type: none"> <li>• Yes, why?</li> <li>• No, why not?</li> <li>• What else could you do?</li> <li>• Ask local law enforcement to do a welfare check later in the day.</li> </ul> <p style="text-align: center;"><b>Advance to the next slide.</b></p>	<p><b>Preparation</b> None</p> <p><b>Facilitator Activities</b> None</p>

## Group 9

<b>Estimated Time</b>	<b>Overview</b>
One slide: 5 minutes	Indian Country

Slide 32	Script	Notes to Facilitator
<p>Group 9</p> <hr/> <p style="text-align: center;">EXERCISE</p> <p>Deceased names are Joe Begay (17) and Mark Old Horn (15). They are brothers walking into the complex for the basketball tournament. They are American Indian and members of the local tribe. As you approach their home you notice a large gathering of people in the back yard.</p>	<p>How do you handle the large family gathering?</p> <ul style="list-style-type: none"> <li>Is this a funeral, BBQ, birthday party or do they already know about the shooting and have gathered?</li> </ul> <p>What sticks out to you about this scenario?</p> <ul style="list-style-type: none"> <li>Large groups</li> </ul> <p>What makes law enforcement uncomfortable?</p> <ul style="list-style-type: none"> <li>Large groups</li> </ul> <p>Do you ask to speak to the NOK? It would be common to talk to the presumed legal NOK privately first and then be asked to notify the large family group which has gathered.</p> <p>However, the group could all be considered family and they may want you to notify the group.</p> <p><i>What is your delivery statement?</i> “Joe and Mark were at the casino complex attending a Native Basketball tournament and a shooting occurred. They were both shot and died of their injuries.”</p> <p>Have an understanding about potential cultural taboos in talking about death. It is more likely that a tribal officer or tribal victim advocate would accompany another non-tribal LEO as a position of authority and respect but not want to deliver the news. The non-Tribal LEO needs to be prepared to deliver the news in this circumstance. While not usual, it may be the most culturally appropriate.</p>	<p><b>Preparation</b> None</p> <p><b>Facilitator Activities</b> None</p>

	<p>What cultural requests or considerations might the team need to prepare for prior to delivery of trauma notification?</p> <ul style="list-style-type: none"> <li>• Ask but don't promise.</li> </ul> <p>Team members need to be prepared for possible cultural requests from the family,</p> <ul style="list-style-type: none"> <li>• Can they smudge the victim before being removed from scene? Can they smudge scene with sage, herbs, etc. – this is a prayerful meaning. Smudging gets rid of bad spirits and can help transition the deceased loved one to the afterlife.</li> <li>• Can they pray for you and other first responders?</li> <li>• Can remains be removed in a particular manner (i.e., east-facing window)?</li> </ul> <p>Being responsive to cultural requests can be empowering and respectful.</p> <p>What do you do if medical issues arise?</p> <p>How do you ensure Native American customs are respected?</p> <ul style="list-style-type: none"> <li>• Tell the family that you are not familiar with their traditions and ask them what you need to do.</li> <li>• Take part in a drink or food if it is shared.</li> </ul> <p>You may need to ask the NOK who they want to receive investigative information since the group is so large.</p> <p>Think about how to have a conversation about incomplete or fragmented remains. This will be very difficult for people. Native Americans may have strong beliefs about spirits and after life that could be complicated if their loved one is not returned whole.</p> <p>Burial is typically preferred over cremation and incomplete remains make traumatic bereavement more complex.</p> <p>There could be certain traditions that need to be respected as it relates to personal effects, specifically items containing biohazardous material.</p> <p style="text-align: center;"><b>Advance to the next slide</b></p>	
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## Group 10

<b>Estimated Time</b>	<b>Overview</b>
One Slide: 5 minutes	Known Family Members

Slide 33	Script	Notes to Facilitator
<p>Group 10</p> <hr/> <p>Group 10</p> <p style="text-align: center; color: red;">EXERCISE</p> <p>Deceased name is Mahogany P. Ms. P. was killed inside the hotel lobby. Once you obtain Ms. P's address, it sounds familiar. You realize that you know Ms. P. and her family.</p>	<p>Do you make the notification?</p> <ul style="list-style-type: none"> <li>• Why or why not?</li> </ul> <p>Things to consider:</p> <ul style="list-style-type: none"> <li>• Since you know the family, you already have a rapport.</li> <li>• They may trust you.</li> <li>• This could be very difficult for you to do.</li> <li>• You may not be able to control your emotions. It is okay to feel sad but not express the emotions to the next of kin and family.</li> </ul> <p><i>What is your delivery statement?</i></p> <p>“Mahogany was at the casino complex and a shooting occurred. She was shot and died of her injuries.”</p> <p>Perhaps you are with the trauma notification team when they go to the residence, but you aren't the one delivering the news.</p> <p>It is okay to tell someone you are not the best person to do this notification.</p> <p>If you know this family personally, you may want to be the support person as your voice making the notification may remind the family every time you speak to them.</p> <p style="text-align: center;"><b>Advance to the next slide.</b></p>	<p><b>Preparation</b> None</p> <p><b>Facilitator Activities</b> None</p>

## Are you ready?

<b>Estimated Time</b>	<b>Overview</b>
One Slide: 2 mins	Are You Ready?

<b>Slide 34</b>	<b>Script</b>	<b>Notes to Facilitator</b>
<p>Are you ready?</p> <hr/> <p>Are you ready?</p> <ul style="list-style-type: none"> <li>• What are the four steps to a successful trauma notification?</li> <li>• What are some of the unique considerations in mass violence incidents?</li> <li>• What are some of the key considerations?</li> </ul>	<p><b>Question: Are you ready to provide trauma notifications?</b></p> <p>What are the four steps to providing a trauma notification?</p> <ul style="list-style-type: none"> <li>• Planning</li> <li>• Preparedness</li> <li>• Delivery</li> <li>• Follow Up</li> </ul> <p>Take time to plan and predict. It shows compassion and professionalism.</p> <p>Acknowledge that trauma notifications are difficult to provide, and team members may be emotionally impacted.</p> <p style="text-align: center;"><b>Advance to the next slide.</b></p>	<p><b>Preparation</b> None</p> <p><b>Facilitator Activities</b> Share the Trauma Notification Pocket Guide by holding it up and showing participants.</p>

## Wrap Up

<b>Estimated Time</b>	<b>Overview</b>
One Slide: 1 min	Wrap Up and Questions

Slide 35	Script	Notes to Facilitator
<p>Wrap Up/Questions</p> <p style="text-align: center;">Questions?</p> <hr style="width: 20%; margin: auto;"/>	<p>Please complete your post-test (anonymously) and evaluation. We welcome your candid feedback.</p> <p>Pass out the post-test and evaluations.</p> <p>Thank you for spending a few hours with us learning about the four-step model for providing trauma notifications.</p>	<p><b>Preparation</b> None</p> <p><b>Facilitator Activities</b> An anonymous post-test should be administered after the group presents the scenarios. Participants DO NOT need to put their names on the test.</p> <p>Provide the course evaluation and ask participants to be candid so the material can be improved for future cohorts.</p> <p>Pre and post-test answer keys.</p>



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## **WEBSITES**

[www.fbi.gov/traumanotification](http://www.fbi.gov/traumanotification)

## **ATTRIBUTIONS**

VSD TSJU VSC Dr. Staci Beers and SA Kyle Scherrer developed the “We Regret to Inform You...” virtual training.