LAW ENFORCEMENT AND OLDER PERSONS

a training manual

Prepared for
The Law Enforcement
Assistance Administration,
U.S. Department of Justice

By

NATIONAL
RETIRED
TEACHERS
ASSOCIATION

AMERICAN
ASSOCIATION
OF RETIRED
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FOREWORD

The National Retired Teachers Association and the American Association of Retired Persons have a fundamental commitment to the alleviation of problems of older Americans and to improvement of the quality of their lives. The criminal victimization of older persons and the fear of being victimized, have long been recognized as major issues. By 1970 this was a matter of formal discussion by the policy makers of the Associations and in 1972 we initiated a Crime Prevention Program to help members, and all other older people, reduce criminal opportunity and their chances of being criminally victimized as well as to dispel unrealistic fears.

Also in 1972, a Gallup Poll disclosed that concern about crime was uppermost in the minds of older persons. The following year, the University of Southern California was commissioned by the Associations to conduct a major survey of our own members. This survey found that next only to problems of income maintenance, crime was their greatest concern.

From the beginning of the NRTA-AARP Crime Prevention Program, headed by George Sunderland, local law enforcement professionals were invited to serve as resource persons in programs with older adults. In spite of the significant contributions made by these professionals, it was apparent that, even though law enforcement officers tried to deal with the older population with objectivity and consideration, lack of specialized training limited their understanding and ability to deal effectively with the elderly. This led the Associations in 1973 to conduct seminars to deliver such training and information to law enforcement trainers, administrators and others in the criminal justice system. The Associations' leadership in more than 160 of these seminars came to the attention of officials of the Law Enforcement Assistance Administration, which in April, 1976 made funds available for the development of this specialized training course on law enforcement and older persons.

We sincerely believe that these early efforts made possible by the activities of NRTA-AARP, strengthened by the grant award of LEAA, will prove to be a major first step toward many new specialties likely to emerge dealing with the unique relationships of older persons to the criminal justice system.

It is literally impossible to list or provide suitable acknowledgement to the hundreds of people who have made important contributions to this training program. Police administrators, sheriffs, trainers, patrol officers, Federal Bureau of Investigation officials and others in the law enforcement community have been of immeasurable value. NRTA-AARP staff assisted throughout with grant administrative responsibilities and resource data procurement. Specific recognition is due Charles Girard, who served as Evaluation Consultant, and John Grenough, who served as Writing Consultant and condensed the course materials into a Student Digest. Our appreciation goes to Leo Baldwin, currently heading our Program Department, for his encouragement, contributions, support and enduring patience throughout this project. Thanks go to members of the NRTA-AARP Crime Prevention Program staff, who include:

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The Boards of Directors of NRTA and AARP are to be applauded for their foresight in 1970 and for their initiation of early acts culminating in the development of this training course.

Cyril Brickfield
Executive Director
NRTA-AARP
Washington, D. C.
November 1977

PREFACE

Simply stated, this training course has been designed to assist law enforcement officers to understand and deal more effectively with older persons. Assumptions underlying this course are that a knowledge of the *facts of aging* can enhance law enforcement officers' relationships with older persons, can help them avoid viewing older persons in the same stereotypical image as does much of the rest of society and can assist in their delivery of services to protect the elderly.

In addition, it has been our observation that *communication* habits, often quite satisfactory in dealing with younger persons, are not always adequate in dealing with older persons. In this course, the problems of communication by law enforcement officers with older persons are treated specifically in order to increase the effectiveness of dealing with an older individual, whether a victim, a witness or an offender.

Another major subject is the victimization of the elderly. They are the prime targets for certain kinds of criminal activity. The victimization of older persons is different in terms of the economic, physical and psychological impacts than that of younger persons. Law enforcement agencies, we believe, should conduct crime analyses to help focus their activities and protective procedures as well as to allay unrealistic and self-imprisoning fears.

Older persons are strongly supportive of the law enforcement community. They can be great assets to law enforcement officers. This course presents the opportunity for the police agency to build on this very positive attitude covered in the section identified as The Older Person as a Volunteer in Law Enforcement. It is our conviction that older volunteers can make valuable contributions to police operations.

The population of persons 65 years of age or older is expected to increase 40 percent to 31 million by the year 2000. They are living longer and healthier lives. The largest attitudinal poll conducted to date on this age group disclosed that more than three-fourths are satisfied with their present and past lives and are doing fairly well even though some live on severely limited incomes. Many older persons are leading vigorous and productive lives. There is a noticeable trend in recent years toward their becoming even more involved in community work and in the support of beneficial change. It is inevitable that, as this constituency grows and becomes more active, law enforcement agencies will respond.

This manual has wide potential as a ready to use training package. Police executives, trainers and above all, police officers who work with older persons, should find it of value. We look upon this effort as a working model from which more advances and more useful training tools will develop.

George Sunderland
NRTA-AARP
Washington, D. C.
November, 1977

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Investigates verbal and non-verbal techniques to apply in communicating with older persons. Examines crime-related and non-crime situations involving the elderly. Provides guidelines for programming with older adults.

INSTRUCTOR'S GUIDE

INTRODUCTION

The purpose of this training course is to help law enforcement officers understand how they can more effectively deal with older persons. The presentations have been organized for optimum use within existing training programs. The lessons are designed to allow entire curriculum segments to be extracted from the text if time, policy or other constraints will not permit the usage of all the materials.

Another alternative may be to integrate sections of the curriculum into current courses. For example, materials from the module on How to Communicate with Older Persons could be added to an existing course on Interrogations.

GENERAL ORGANIZATION OF MATERIALS

Training Modules

The concepts, ideas and specific information about older persons covered in this curriculum package are organized in five major modules. These are:

- Law Enforcement and Older Persons: An Overview
- The Victimization of the Elderly
- The Process of Aging
- The Older Person as a Volunteer in Law Enforcement
- How to Communicate with Older Persons

Each module is self-contained and assumes no prior knowledge of the subject matter.

Lessons

To facilitate use of the training material, each module has been subdivided into specific lessons:

- Each lesson requires approximately fifty (50) minutes to present;
- Each lesson rests upon the lecture method;
- Each lesson is conceptually complete;
- Each lesson contains training aids such as lesson and instructional objectives, key points, recommended discussion questions and visual aids.

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Glossary

The Glossary should be reviewed in the event that terms are used which may need further definition, but are not defined in the text.

Bibliography

The Bibliography is organized module-by-module for quick reference. It includes all textual references and other recommended readings.

Student Digest

Each module and lesson is condensed into a Student Digest. Each Digest contains both the course objectives and an abbreviated version of the textual materials. These materials enable students to review their training and to supplement information presented during class. These digests may be found at the end of the manual.

Visual Aids

The training course also includes a complete set of visual aids. If you wish to develop your own visuals, those provided may serve as a framework. The visual aids are located at the end of the manual.

ORGANIZATION OF THE LESSONS

All sixteen lessons are identically organized to assist in the training process. Specifically, in each lesson the textual materials are presented on the right hand page. The left hand page provides instructional details.

While the text is self-explanatory, the organization of the left hand instructional page warrants discussion. In particular, as illustrated by Figure A (a facsimile of a left hand instructional page from the textual materials), a number of elements are provided to aid in the training task. Notably, the numbers preceding each element in the following discussion are keyed to items numbered in Figure A.

1. *Objectives.* Each module and lesson has an overall objective. Instructional objectives are also provided with each lesson. All the objectives prescribe the goals that each person taking the course should attain. They also provide the basis for testing.

LESSON ONE

1

LESSON ONE   To provide information on issues that need to be considered in deciding
OBJECTIVE: whether a law enforcement agency could benefit from recruiting elderly
volunteers.

Instructional   List specific advantages an elderly volunteer program can bring to a law
Objective 1:   enforcement agency.

2—— General Directions

Introduce students to trends within volunteering and to the advantages brought by elderly volunteers. We begin by presenting advantages since we are breaking new ground in law enforcement. Remember that ultimately you are leading students in an analysis of steps in a decision. (Hence, after presenting advantages, problems — or possible disadvantages — are examined. While students must see advantages of volunteering and possible positive approaches for overcoming problems, the option of not recruiting elderly volunteers must be left open in the event that problems cannot be resolved.) Supplement training material with your own examples, perhaps from the daily newspaper. Ask students to provide examples. Stimulate as much student participation as possible to evoke their interest from the very start.

Key Points:——3   4—— 4-1-1 ⟩
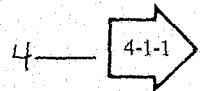
- Over a ten-year period from 1965-1974, volunteering increased six percent.

- Volunteers come from all strata of society. Even the poor and the unemployed do volunteer work.

- The economic reason for volunteer participation: society cannot pay for all desired services.

- The democratic factor is the opportunity for citizens to take an active role in society's affairs.

- Volunteer involvement gains community support for law enforcement activity.

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1. U. S., ACTION, *Americans Volunteer 1974*, pp. 3-4.

6—— IV-2

2. *General Directions.* General Directions give basic suggestions for the presentation of textual materials.

3. *Key Points.* The Key Points, which are designated by a ∎, show the logical development of each lesson. The Key Point series is to assist the instructor in reinforcing the learning process. Key Points perform two functions; they state points of emphasis in the text, and include general discussion topics, suggested questions and class exercises to elicit student participation and learning.

4. *Vu-graphs.* Vu-graphs are referenced with an arrow. The numbers within the arrow indicate the Module Number, Lesson Number and Vu-graph number. For example, the arrow in Figure I, 4-1-1, identifies Module Four, Lesson One, Vu-graph One.

5. *Footnotes.* Footnotes have been prepared on a page-by-page basis. In this way, any reference to the sources of facts presented in the text are readily available.

6. *Pagination.* The bottom of each page of textual materials has two numbers. The first number indicates the module number. The second number indicates the page number of the lesson.

TRAINING APPLICATIONS

During the development of the training modules, assessments were made as to the applicability of each lesson to the varying types and levels of law enforcement duties. Further, while pre-testing the materials, students supplied comments and suggestions on the data reviewed in each lesson. Not all lessons were found to be of equal interest to all trainees. However, the documentation of their responses suggests that, with time permitting, exposure to the entire curriculum package would be beneficial.

If training requirements are a problem, we recommend that consideration be given to tailoring the use of the package to particular audiences. Table I is provided to assist you in making this determination.

In addition to the findings summarized in Table I, additional facts were learned about the various segments during the pre-testing that may be helpful to you in structuring the materials so that they will be more closely parallel to your particular instructional objectives and the trainees' needs. These were:

● *Module I* is a good general introduction to the subject of police and older person relationships. It is appropriate for all levels of law enforcement.

TABLE I

TRAINING APPLICATIONS

Module/Lesson	Recommended Application*
I. Law Enforcement and Older Persons: An Overview	
1. Law Enforcement and Older Persons	1
II. The Victimization of the Elderly	
1. Crime Types and Frequency	1
2. Crime Impact	1
3. Crime Analysis	2
4. Elderly Fraud Victims	1
5. Bunco Frauds Against the Elderly	1
III. The Process of Aging	
1. Sensory Perceptions	3, 4
2. The Physiological Aspects of Aging	3, 4
3. The Psychological Aspects of Aging	3, 4
IV. The Older Person as a Volunteer in Law Enforcement	
1. Assessing the Potential	1
2. Considering Policy Questions	4, 5, 6
3. Planning the Program	4, 5, 6
4. Recruitment, Selection and Placement	4, 5, 6
5. Support and Training	1
V. How to Communicate with Older Persons	
1. Communications with Older Persons in Crime-Related and Non-Crime Situations	3, 4, 6, 7
2. How to Program for Older Persons	3, 4

*KEY 1 All Types of Law Enforcement Personnel
       2 Crime Analysis Personnel
       3 Patrol Officers/Investigators
       4 Crime Prevention/Community Affairs Officers
       5 Administrative/Command Executives
       6 Supervisors
       7 Civilian Employees

- In presenting *Module II,* consider beginning with Lesson Two. The data in Lesson One, while informative, was generally found to be most valuable as documentation of the "impacts" in Lesson Two. For example, to emphasize the economic impact of crime against the elderly, you may refer to Lesson One to show that studies have documented that crimes against older persons generally result in irreplaceable economic losses. Lesson Three is primarily helpful to crime analysis specialists. Lessons Four and Five were found to be valuable to all types of law enforcement personnel.

- *Module III* contains essential information about older persons. Lessons One and Three are the most important. All three of these lessons should be taught to the Police Officer/ Investigator and the Crime Prevention/Community Affairs Officer.

- In presenting *Module IV,* you should consider using Lesson One, which reviews advantages, disadvantages, possible solutions and volunteer roles with all types of trainees. Lesson Two is of particular interest to supervisory and command officers. This is also true for Lesson Three, although other audiences might be interested in their roles in the planning process. Lesson Four is also valuable for supervisory and command officers. Lesson Five relates to all types of positions in the police community.

- The first lesson in *Module V* can be used with all trainees, in full or condensed form. Lesson Two is especially good for training the most effective techniques for designing and presenting crime prevention and other materials to older persons.

TESTING RECOMMENDATIONS

Approaches and questions to test student comprehension of the various lessons are suggestions only. Generally, the testing approaches and items supplied are based upon the assumption that each student will be able to provide evidence of a mastery of the particular instructional objectives upon the lesson's completion. Some of the answers to test questions can vary somewhat, depending upon state statutes, local ordinances, agency regulations, or unique situations. In some cases, there are no clear-cut solutions to problems. Finally, the testing recommendations are provided for use as possible bases for the development of your own line of questioning, with due consideration to the composition of your class.

MODULE ONE: LAW ENFORCEMENT AND OLDER PERSONS: AN OVERVIEW

Lesson One: Law Enforcement and Older Persons

1.   Discuss four major topical areas which affect police relations with older persons.

MODULE TWO: THE VICTIMIZATION OF THE ELDERLY

Lesson One: Crime Types and Frequency

1.   Explain what the national-scope crime reports and victimization surveys do and do not reveal about crime against the elderly.

2.   Give the major findings of at least three crime-against-the elderly studies.

3.   Draw at least three general conclusions regarding the nature and extent of crime against the elderly.

Lesson Two: Crime Impact

1.   Explain how crime affects each of the following aspects of an older person's life:
- Financial Condition
- Health
- Isolation
- Mental Attitude

Lesson Three: Crime Analysis

1.   What is a crime analysis? Include in your answer:
- The Wilmington Task Force Crime Analysis
- Steps and Principles for Data Collection and Crime Analysis

2.   Name three data deficiencies in assessing crime against the elderly.

3.   Explain two types of analysis necessary to the study of elderly victimization.

Lesson Four: Elderly Fraud Victims

1.   Give at least five reasons why the elderly are vulnerable to criminal fraud.

2.   Cite three examples showing the elderly extensively victimized by fraud.

3.   Explain the effect of fraud on the elderly victim.

4.   List five preventive measures to help elderly persons reduce the risks of being conned.

5.   Match the following terms with the correct definitions.

TERMS

a.	Bait & Switch	f.	Quack
b.	Holder in Due Course	g.	Franchise
c.	Referral Selling	h.	Fake
d.	Bunco	i.	Nailed to the Floor
e.	Fraud	j.	Confession Judgment Note

DEFINITIONS

1. ____ A pretender to medical skill. A charlatan.

2. ____ A sales technique whereby a particularly attractive item of merchandise is displayed or advertised, but is not sold. It merely serves to entice the buyer into the market-place.

3. ____ A method of operation wherein a person is attracted by a bargain and then shifted to another item.

4. ____ A third party, such as a bank or finance company, that has purchased a note or con-tract from the seller or supplier. Under new regulations the bank or finance company can be held responsible for all claims which the consumer would bring against the seller.

5. ____ A plan wherein the buyer is told he can earn commissions by referring other persons to the seller and thereby get the item free.

6. ____ A common provision of an installment contract wherein the purchaser signs away his rights to any court defense. In other words, if you do not make the payments, or in any other way do not abide by the provisions of the contract, the holder of the con-tract can easily secure a judgment in court.

7. ____ The right to be and exercise the powers of a corporation.

8. ____ Deceit or trickery. The intentional perversion of truth in order to induce another to part with something of value.

9. ____ A swindling game or scheme.

10. ____ Counterfeit. A worthless imitation passed off as genuine.

ANSWERS: 1-f, 2-i, 3-a, 4-b, 5-c, 6-j, 7-g, 8-e, 9-d, 10-h

Lesson Five: Bunco Frauds Against the Elderly

1. What five methods can the con artist use to select his victims?

2. Briefly describe four common bunco schemes against the elderly.

3. List five key signs of a fraud in progress.

MODULE THREE: THE PROCESS OF AGING

Lesson One: Sensory Perceptions

1. Match the behavior to both the sensory perception change and the appropriate compensatory technique.

8

BEHAVIOR

a. Does not recognize a police officer standing in the bright sunlight.
b. Cannot understand a shouted message.
c. Bright color selection.
d. Holds a report at arm's length in order to read.
e. Hears ringing or clicking noises.
f. Cannot see objects to the far left or the far right.
g. Words like *cheese, sees* and *these* will sound the same.
h. Wears a hearing aid.

SENSORY PERCEPTION CHANGE	COMPENSATORY TECHNIQUE
1. ___ color vision	9. ___ Use bold print lettering.
2. ___ verbal confusion	10. ___ Place objects in front of the older person.
3. ___ glare resistance	11. ___ Check whether the person is using medication.
4. ___ pitch of sounds	12. ___ Whisper.
5. ___ peripheral vision	13. ___ Use normal speaking voice.
6. ___ farsightedness	14. ___ Make a verbal identification.
7. ___ tinnitus	15. ___ Select another word to avoid further confusion.
8. ___ volume of sounds	16. ___ Use high contrast colors.

ANSWERS: 1-c, 2-g, 3-a, 4-b, 5-f, 6-d, 7-e, 8-h, 9-d, 10-f, 11-e, 12-b, 13-h, 14-a, 15-g, 16-c

2. Name two behaviors generally related to touch difficulties and tell how you can help the older person to compensate.

3. Name changes in an older person's taste and smell abilities that can constitute a threat to personal security.

Lesson Two: The Physiological Aspects of Aging

1. Describe one common physiological change that often accompanies aging in each of the following systems:
   - Muscular
   - Organ
   - Skeletal

2. List five compensatory precautions to make the environment safer for older persons.

Lesson Three: The Psychological Aspects of Aging

1. Point out four age-related changes in the learning process.

2. Name three common symptoms of brain damage.

3. Give one adaptive and one maladaptive coping technique for each of the following stresses and losses:
   - Treatable physical problems
   - Retirement
   - Loss of friends

4. Match the listed behaviors with the related mental disorder.

MENTAL DISORDER	BEHAVIORS
1. ___ Depressive Neurosis	a. rituals
2. ___ Obsessive Compulsive	b. bodily over-concern
3. ___ Psychotic Depressive	c. auditory hallucinations
4. ___ Paranoid Schizophrenic	d. suicidal tendencies
5. ___ Catatonic Schizophrenic	e. delusions of persecution or grandeur
6. ___ Paraphrenia	f. painful, rigid posture

ANSWERS: 1-b, 2-a, 3-d, 4-e, 5-f, 6-c

MODULE FOUR: THE OLDER PERSON AS A VOLUNTEER IN LAW ENFORCEMENT

Lesson One: Elderly Volunteers in Law Enforcement: Assessing the Potential

1. Briefly describe four advantages and four problems that an elderly volunteer program might bring to a law enforcement agency. What positive approaches could negate the problems?

2. Make a list of roles, both sworn and non-s orn, in which elderly volunteers could serve.

3. What is your assessment of the potential for elderly volunteers in law enforcement? Should they be recruited, and for what roles?

Lesson Two: Policy Considerations Regarding Volunteer Programs

1. Name six costs that may arise from an elderly volunteer program.

2. Cite three possible sources of staff tension and give administrative adjustments the agency can use with an elderly volunteer program.

3. You are appointed to develop a plan to protect the agency and the volunteers from possible lawsuits. Describe four considerations that will assist you in drawing up the plan.

Lesson Three: Agency Planning for Volunteer Program

Below is a list of tasks for a law enforcement agency in preparing for an elderly volunteer program. Beside each task indicate the principal responsible agent, using this key:

C/A	Chief of police and top administrators
C/D	Coordinator/director of volunteer program
S/L	Supervisors, line officers and civilian employees

TASKS*

1. ___ Works with all levels of the law enforcement agency to become familiar with it and to understand the types of working situations in which volunteers will be placed.

2. ___ Requires a two to six month planning period, depending on the size and complexity of the Department, prior to the arrival of the first volunteer.

3. ___ Uses every opportunity to communicate support for the volunteer program through staff meetings, memos of authorization, public statements.

4. ___ Surveys the community for elderly volunteers.

5. _____ Discovers unmet needs, volunteer opportunities, and requirements for translating needs into opportunities.

6. _____ Reviews and approves the stated goals and objectives of the volunteer program.

7. _____ Mandates a broad consultative process during the goal-setting.

8. _____ Requires that the use of volunteers focuses on those few activities most likely to produce measurable results.

9. _____ Requires that planning consider what *not* to do among all possible uses of elderly volunteers.

10. _____ Establishes a record keeping system which might include the number of volunteer hours, the estimated value of volunteer hours in financial terms, and the amount of staff time invested in the volunteer program.

11. _____ Sets policy that volunteer activities, having served their usefulness, be terminated.

12. _____ Develops orientation and training procedures directed toward staff and the volunteers.

13. _____ Requires that each volunteer program is evaluated to learn why certain things went right and certain things went wrong.

14. _____ Requires high performance standards.

15. _____ Submits specific objectives for the activity carried out in volunteer programs.

16. _____ Appoints coordinator/director of volunteer program on basis of number of volunteers involved.

17. _____ Draws up a budget.

18. _____ Authorizes that staff time be utilized to define volunteer roles, prepare and provide necessary training, carry out tasks necessary for a successful volunteer program.

19. _____ Carries out personal training, counseling volunteers, staff meetings with volunteers, record keeping and reporting.

20. _____ Makes certain that volunteer program begins with a few volunteers and expands more rapidly only after evaluating the initial experience.

*Select the most appropriate ten tasks.

ANSWERS: 1-C/D, 2-C/A, 3-C/A, 4-C/D, 5-S/L, 6-C/A, 7-C/A, 8-C/A, 9-C/A, 10-C/D, 11-C/A, 12-C/D, 13-C/A, 14-C/A, 15-S/L, 16-C/A, 17-C/D, 18-C/A, 19-S/L, 20-C/D

Lesson Four: Recruitment, Selection, and Placement of Elderly Volunteers

1. Briefly describe three general principles and seven steps in recruiting, selecting and placing elderly volunteers.

2. Write a specific job description for a volunteer position. Develop a "Profile of Volunteer" form. Identify each quality required in the volunteer position and graph each quality on a scale of 0 - 100 in terms of how strongly it is needed (Use "Profile of a Volunteer" form, located in the Student Digest on page 83 as a guide).

Lesson Five: Supporting and Training Elderly Volunteers

1. Identify and give an example of five elements of a support system for elderly volunteers.

2. Name five parts of a system of on-going training and state one way in which each could be done.

MODULE FIVE: HOW TO COMMUNICATE WITH OLDER PERSONS

Lesson One: Communications with Older Persons in Crime-related and Non-crime Situations

1. Explain how to use non-verbal communication techniques with older persons. In your discussion, include eye contact, posture, gestures, touch, personal space and vocal characteristics.

2. List three verbal communication skills to use with older persons.

3. Discuss the crime-related and non-crime situations that often involve older persons and law enforcement.

Lesson Two: How to Program for Older Persons

1. List four basic communication skills for programming with an older audience.

2. Identify two programming techniques to motivate an older adult audience.

3. Point out five practical conditions or situations to be considered with programming for older persons.

4. Explain how to use visual aids and demonstrations effectively in programming for older adults.

MODULE ONE

LAW ENFORCEMENT AND OLDER PERSONS: AN OVERVIEW

> **MODULE ONE OBJECTIVE:**
>
> To present an overview of a training course to help law enforcement officers understand and deal more effectively with older persons.

OVERVIEW

LESSON   To examine a training course that will help law enforcement officers under-
OBJECTIVE: stand and deal more effectively with older persons.

General Directions

This lesson is an overview of the entire training course. Emphasize why the special needs of the older person will require training and special attention of the law enforcement officer just as other groups with special needs require such attention. Delineate the four major subjects that will be covered in this lesson.

Instructional   Assess the victimization of the elderly by examining the types, frequency,
Objective 1:   impact, and analysis of crime against them.

General Directions

Make a digest of the victimization of older persons. It has four parts:
1. Crime types and frequency
2. Crime impact
3. Crime analysis
4. Fraud against the elderly

Emphasize that not all older persons have a crime problem. However, we are concerned in this lesson about the ones who do.

Key Points:

■ Two recognized national-scope surveys—the Uniform Crime Reports and the victimization surveys of the National Crime Panel—provide some crime and victimization data on older persons.

1-1-1

I-2

Overview
LAW ENFORCEMENT AND OLDER PERSONS

INTRODUCTION

Older persons constitute a particular group. They have special needs, just as do other particular groups such as juveniles, women, minorities and others.

We will discuss how law enforcement officers can understand and deal more effectively with older persons. We will consider

- the type, frequency, impact and analysis of crime against the elderly.

We will briefly describe

- common changes, behavioral signs and compensatory techniques related to the process of aging.

Then we will investigate ways that older persons can assist law enforcement. This involves

- the assessment, planning and implementation of an elderly volunteer program within law enforcement.

Finally, in certain situations. law enforcement professionals will need to use special planning and considerations for

- communication and programming with older persons.

THE VICTIMIZATION OF THE ELDERLY

Statistical data are essential for efforts on behalf of older persons in crime-related matters. Without such data, crime may not be seen as a problem for older persons, nor will there be a reliable basis upon which to perform crime analyses.

There are two recognized national-scope surveys that provide crime and victimization data. The Uniform Crime Reports, published annually by the Federal Bureau of Investigation, a compilation of the number of crimes reported to the police, do not report crime by age. The sole exception is murder, which shows declining percentages as age increases. Second are the victimization surveys of the National Crime Panel, which use sampling techniques and personal interviews to analyze all crime – including crime not reported to the police. These victimization surveys show high rates for the elderly, in comparison with other age groups, for personal larcency with contact, which includes purse snatch and pickpocket.

Key Points:

■ Studies, usually limited to a locale, supplement these national scope surveys.

■ Four aspects of elderly life styles are impacted by crime: economic, health, fear and isolation.

■ The economic situation of many older persons is characterized by low and/or fixed incomes. A loss resulting from crime can create severe economic problems.

■ Some older persons show a significant susceptibility to injuries suffered during a crime.

■ Fear of crime increases isolation.

■ Older persons can become victims of social isolation as a defensive reaction to repeated victimization.

■ The actual circumstances of elderly victimization varies and requires a crime analysis which:

    - examines crime specifically against the elderly and

    - assesses the total impact of crime on the older victim.

■ Elderly persons are often the victims of con artists

    - The susceptibility of older persons is influenced by factors that generally accompany the process of aging.

Studies, usually limited to locales, supplement the data of these national-scope surveys. They show high victimization rates for the elderly by swindlers and by fear provoking crimes such as strong-arm robbery, purse snatch, and pickpocket. They also show high victimization rates for the elderly who live in public housing environments. They show lower rates for the more violent crimes of murder, rape, and aggravated assault.

These crime reports and victimization studies do not reflect four aspects of elderly life styles that intensify the impact of crime on many older persons' lives. These four aspects are: economic, health, fear, and isolation.

Many older persons have adequate money resources and live in financial security. On the other hand, the economic situation of many elderly is characterized by low and fixed incomes. Unexpected losses resulting from criminal activity can create more severe economic problems than for a younger person. The elderly have less means of absorbing the loss, they require a longer time to recover from the financial impact, and they may have to do without necessities. Older persons living in or close to high crime areas and depending upon the regular arrival of their monthly checks, are especially vulnerable to criminal attack.

Many show significant susceptibilities to injuries suffered during criminal attacks. The injuries can seriously impair their physical condition and disrupt their mobility for a long time. Moreover, because of their reduced physical prowess, they are more vulnerable targets for certain crimes, such as strong-arm robbery.

Fear of crime increases the isolation of many elderly persons. This not only affects the quality of their lives but also increases their vulnerability to criminal attack.

Many retired persons live happily disengaged by choice from the mainstream of life. Older persons can, at times, become victims of social isolation, which they impose upon themselves as a defensive reaction to repeated victimization, and live out their lives in hopelessness and abject fear.

The actual offenses and circumstances of elderly victimization vary from locale to locale and cannot be pinpointed without a local crime analysis. Drawing upon police incident reports and victimization studies, the local crime analysis must (1) examine crime committed specifically against the elderly and (2) assess the total impact of crime on the victim. Crime analysis directs police agencies in planning effective assistance to the elderly citizens in the communities.

Elderly persons are often the victims of con artists. Their susceptibility is influenced by factors that generally accompany the process of aging, such as loneliness, grief, depression, audio-visual impairments, illness and pain, fear of aging, and fear that time and opportunity are running out.

Key Points:

- Fraud has a specific impact on older persons.

- A variety of bunco schemes are commonly directed against the elderly.

- Educational programs can teach the elderly to spot fraud and to initiate action.

Instructional
Objective 2:
To tell how changes that often accompany the process of aging can affect law enforcement work with older persons.

General Directions

In this section, focus instructions on the importance of a familiarity with the process of aging and the nature of older persons.

Key Points:

■ How old is old? In the field of law enforcement, there are various duties that will require a working definition of old age. The definition is generally based on an arbitrary decision.

■ The process of aging can begin at different ages and will proceed at different rates.

■ Significant sensory perception changes generally begin around the age of fifty-five.

■ Vision changes in older persons can affect the response of an older person to a law enforcement officer and affect the services rendered.

1-1-2 ▷

Elderly victims of fraud many times are subject to lives of poverty and loneliness. They may experience shame, and fear the ridicule of other persons. Law enforcement officers must display sensitivity in dealing with a fraud victim.

A variety of bunco schemes are commonly directed against elderly persons. These schemes usually consist of "hurry-up" transactions requiring immediate payment or prepayment, and requests for withdrawing or exhibiting cash or other valuables. Educational programs can teach the elderly measures for spotting fraud and for initiating action once it is in progress.

The victimization of the elderly shows a need for local crime analysis. The aging situation itself can explain in part the special impact of elderly victimization as well as the older adult's unique vulnerability to certain types of crime. To effectively meet the needs of older citizens, the law enforcement officer must supplement studies of the victimization of the elderly with a practical understanding of the process of aging.

THE PROCESS OF AGING

The answer to the question of "How old is old?" will depend upon who is asking the question, who is being asked, and why. There are no physical traits or psychological characteristics that define "old." Nor is there any specific chronological age to mark the beginning of old age.

One fact, however, is generally agreed upon; that is, as people age they become less and less alike. The process of aging is generally a series of gradual changes which can begin at different ages and will proceed at different rates. Older persons represent the most heterogeneous group in our population.

Older persons undergo physical changes. Around the age of fifty-five, significant changes begin to be measurable in the sensory perceptions. In general, older persons take longer to perceive and process information coming in through the senses.

Manifold vision changes accompany aging. These changes may involve: general visual acuity, farsightedness, color vision, focusing ability, glare resistance, dark adaptation, and peripheral vision. Glaucoma and cataracts in old age often result in blindness. The older person who has uncontrolled eye movements, squinting eyes, slow visual coordination, inaccurate discrimination of detail or high intensity color selections has significant changes occurring in vision.

By observing the older individual, the law enforcement officer can become aware of the severity of vision problems. Then he can apply compensatory techniques to help offset vision changes, at least for the specific task at hand. Suppose that an older person has shrinking peripheral vision. The officer needs to directly position himself and all objects in front of the older person.

Key Points:

- Hearing problems found in older persons can complicate effective communications.

- The older person experiencing a loss in the sense of touch, may not be aware of pain or injury. The law enforcement officer must be ready for these conditions.

- Physiological changes related to aging increase injury risks.

- Personal safety and security advice can help minimize non-crime and crime-related problems for the older person.

- The psychological reaction to the stresses and losses of old age varies from person to person.

Hearing problems are frequently found in older persons. The speaking voice, attention span, and manner of body positioning will provide clues to hearing difficulty. The older person who does not react to certain sounds, or constantly asks that comments be repeated, probably has hearing problems. The officer will be able to communicate most effectively and patiently by using compensatory techniques, such as elimination of competing background noise.

Although used less frequently, knowledge of touch, taste, or smell changes can be extremely important to the officer — and to the elderly person he is assisting. For example, a loss in the ability to smell can limit the older person's ability to detect smoke or some other warning odor, such as an open unlit gas jet.

These sensory changes are accompanied by declines in the muscular, organ and skeletal system. Compared to a younger individual, the elderly person tends to have less muscular strength and dexterity. He requires more time and energy to recover from physically demanding situations. Simple activities such as walking are complicated by changes in the organ systems and in the skeletal system of joints and bones. Mobility becomes more restricted and risk-prone. Practical recommendations from law enforcement officers can reduce injury risks in the living environment of the older person.

Precautions, such as safe home design and adequate lighting, as well as personal safety and security advice, can help minimize non-crime and crime-related problems for the older person.

Diminishing physical and mental energies, especially when combined with declines in economic and other supportive resources, create stresses and losses with which the older person must deal. The psychological impact of stress and loss on the emotions and behaviors of older persons varies from person to person. The large majority of older adults learn to adapt and cope successfully with accumulating losses and stresses. However, if an older person shows evidence of brain damage or mental disorder, the law enforcement officer should be expected to recogniz these symptoms and to deal with the older person appropriately.

Law enforcement officers need to learn about the process of aging and how to compensate for these changes in dealing with the older citizen. Whether the law enforcement officer finds himself in an interview situation with an older person, or is offering safety and security advice to the elderly, or is assisting an older victim of a crime, his knowledge of the process of aging can make a difference in his becoming an effective public servant to the elderly population in his community.

A good understanding of the process of aging is necessary to provide effective services to older persons. On the other hand, there are many services that older persons can provide to law enforcement. This is a relatively new concept, to be discussed in the next section.

Instructional　　　　Delineate an approach toward implementing an elderly volunteer program in a
Objective 3:　　　　law enforcement agency.

General Directions
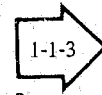
　　　This section outlines a plan for building an older volunteer program into a law enforcement agency. It has four main segments. The agency must:
1. Assess the advantages, disadvantages, and possible roles of older volunteers; make a decision whether or not to recruit them.
2. Consider policy issues.
3. Plan within the agency for the arrival of the first volunteers.
4. Implement the program through recruitment, support and training.

Emphasize the necessity of participation at all levels in the planning and execution of the program.

Key Points:

■ The advantages and disadvantages of sharing responsibilities with elderly volunteers need to be assessed before making an agency decision about a program.

■ Elderly volunteers have demonstrated their capability of performing in a variety of law enforcement supportive roles.

■ Policy questions must be addressed once the decision to recruit elderly volunteers is reached.

　- Cost factors must be assessed.

　- Administrative changes must be made.

　- Sources of staff tension must be detected and resolved.

　- A plan to protect the agency and the volunteers from possible lawsuits must be designed.

■ A planning period follows the consideration of policy questions and precedes the arrival of the volunteers. The planning includes:

　- The chief executive and top-level administrators

　- The coordinator of the volunteer program

THE OLDER PERSON AS A VOLUNTEER IN LAW ENFORCEMENT

There are many advantages in inviting volunteers to share in law enforcement work. The advantages and disadvantages of sharing work and service responsibilities with volunteers, especially elderly citizens, need to be thoughtfully assessed before making an agency decision to accept or to disregard this resource.

The advantages in involving older volunteers are many. The elderly are a new source of volunteers. They are supportive of law enforcement activities, are often skilled at community relations, have good retention and attendance records, possess great stores of knowledge and experience, are flexible and are available.

On the other hand, they may not be able to afford out-of-pocket expenses, may need transportation, and may require adjusted assignments to meet their energy levels. Agencies will want to find ways to overcome these problems once they recognize the value of older volunteers.

Elderly volunteers are capable of providing many services to law enforcement. They have been actively involved in crime prevention, Neighborhood Watch, professional roles, investigative work, and radio monitoring and communication tasks. Yet, the older person as a volunteer is a new concept, especially in police work. For this reason it is necessary to review the tasks of both sworn officers and civilian employees and to identify those roles in which older volunteers can best serve.

Once the potential for volunteer programs has been assessed and the decision to recruit volunteers is reached, a series of policy questions must be addressed: budget, administrative operations, legal liability, and staff relationships.

Though the volunteer does contribute services free of charge, the volunteer program costs money, and it has to be regarded as a budgetary matter. The program will require administrative changes in order to supervise and coordinate the volunteers properly, as well as a plan to protect the agency and the volunteers from possible lawsuits.

The volunteer program can be a source of tension for professional staff. To alleviate this tension, attitudes toward the volunteer program should be examined, since success will require cooperation at all agency levels. Staff will have to treat volunteers as insiders. They will also be required to help coordinate the work of the volunteers through supervision, counseling, and on-the-job training.

Following the consideration of policy issues, a two to six month planning period within the agency will be necessary before the first volunteers arrive. During the planning period the chief executive and top-level law enforcement administrators provide the policy. A coordinator of the volunteer program is appointed to work with the various parts of the agency to identify volunteer

Key Points:

       - Supervisors, line officers and civilian employees

■ Recruiting, selecting, and placing volunteers follows the planning period, and can be adapted to a seven step approach.

■ A support system is necessary to maintain effectiveness and job satisfaction among the volunteers.

■ Ongoing training has five elements, which are:

    1. Pre-service
    2. Start-up
    3. Maintenance-of-effort
    4. Periodic review and evaluation
    5. Transition

positions, write job descriptions, recruit volunteers, establish systems for record-keeping and budget, and develop orientation and training programs. Supervisors, line officers, and civilian employees can help identify unmet needs, volunteer opportunities and specific program objectives, and can prepare for their own counseling, supervising, and working with volunteers. Staff participation at all levels during the planning period will maximize acceptance of the volunteer program throughout the agency.

Recruiting, selecting, and placing volunteers follows the planning period. Groups and individuals who meet the elderly on a face-to-face basis are good recruitment contact resources. After locating potential volunteers, the placement process should move as quickly as efficiency will allow to capitalize on the older volunteer's interest and enthusiasm. A systematic agency wide approach might be to:

1. Contact individuals and groups

2. Contact recommended candidates

3. Hold meetings to orient and inform

4. Receive applications

5. Interview

6. Place in a pre-service training situation

7. Refer unaccepted candidates to other groups who place older volunteers

A supportive system is necessary to maintain effectiveness and job satisfaction throughout the period of volunteer service. It includes: peer support among the older volunteers; satisfaction of their physical comfort and security needs; appreciation and a personal sense of accomplishment; effective feedback; new skills development, and staff support.

Ongoing training takes into account the needs of elderly volunteers for informal approaches and for development at one's own pace. The phases of training are:

1. Pre-service — the period from recruitment to placement

2. Start-up — immediate assistance with new job problems

3. Maintenance-of-effort — opportunities to learn better ways

4. Periodic review and feedback — evaluation of experience gained

5. Transition — preparation for promotion and for other forms of service

The success of an older volunteer program has been shown to depend on many factors, one of which is good communications. Communications with older persons covers a myriad of non-crime and crime related situations.

Instructional   To tell how communication skills can be used with older persons in crime-
Objective 4:   related and non-crime situations and in programming.

General Directions

Important areas of communication with older persons on an individual or group basis are touched. The trainee should relate the skills and techniques to law enforcement tasks.

1-1-4

Key Points:

■ The application of certain communication skills will often result in better understanding the older person and dealing appropriately.

■ To recognize and appreciate the other person's point of view is a fundamental first step for effective communication.

■ The law enforcement officer can achieve a broader understanding of the older person's point of view by observing non-verbal cues. He can also avoid misunderstandings about his own point of view by attending to the non-verbal cues he gives.

■ Effective verbal communication skills are essential if the older person is to develop a strong, trusting relationship with the law enforcement officer.

■ Discuss:

1. What are the various crime-related and non-crime situations which involve police relationships with older persons?

2. What are the most frequent crimes committed by the older offender?
   - Drunkenness
   - Driving under the influence
   - Disorderly conduct
   - Fraud

3. How can a law enforcement officer deal with non-crime situations involving the elderly?

■ Programs with lectures and films followed by discussion or question-and-answer periods are well-suited to older persons.

■ The guidelines for preparing and presenting educational programs for older persons include:

   - Good communication skills
   - Motivational factors
   - Practical considerations

COMMUNICATIONS WITH OLDER PERSONS

We do not necessarily communicate with older persons in a different way than we communicate with others; but certain problems or difficulties may occur unless police are sensitive to the physiological and psychological changes that often accompany the aging process. These changes may require that law enforcement officers use specific techniques, or communication skills in order to deal effectively with older persons in non-crime and crime-related situations.

The law enforcement officer's acceptance of an older person's point of view (and vice versa) is particularly important. The officer's contact can be personally significant to older persons who are sometimes ignored, or who have few personal contacts.

Communicating effectively with older persons will demand the use of basic communication skills, non-verbal as well as verbal. Non-verbal skills include maintaining eye contact with the person, posture, use of gestures, and at times, touch and a physical closeness to the person. Even vocal characteristics, such as volume and pitch, project nonverbal impressions that are important for interpersonal communication and trust.

Verbal techniques, such as mirroring responses, paraphrasing, or openended questioning, will encourage dialogue and understanding. It is important to know how people feel about things as well as what thoughts are being communicated. For an older person, comfortable and interesting small talk may be the key to beginning and maintaining effective communication.

These communication skills are very important to both the law enforcement officer and the older person, as they come into personal contact. In crime-related situations, whether the older person is an offender, a crime victim or witness, and in non-crime situations, whether the older person is a chronic caller, a wanderer, or having problems, the law enforcement officer will need to communicate effectively and with sensitivity with the older citizen.

Many law enforcement agencies conduct educational programs for their communities. Programs specifically designed to meet the needs of older persons will require special planning and good communications skills.

Lectures and films followed by discussions or question-and-answer periods prove to be better program experiences for older persons than formal lecture presentations. Good communication skills to facilitate older adult learning include: public speaking, pace of instruction, organization and the use of learning and visual aids. However, the value of other factors such as supportive environment, audience participation, and meaningful content cannot be overlooked. Police need to be familiar with the life histories, values, and attitudes of the older persons they are programming for. Practical considerations of physical problems, interferences, breaks, lighting, room

General Directions

Pull together into a summary the introductory discussions examined in this lesson.

temperature and easy accessibility to the program, are equally important. Each of these criteria is an important guide for designing educational programs for older persons.

Special educational aids, especially films and handout literature can enhance programs, but some adaptations may be necessary to increase older adult response.

Whether working with older persons on an individual basis or as a group, the law enforcement officer will maximize his effectiveness through good communication skills.

SUMMARY

An overview of the subject of law enforcement and older persons requires an examination of many subject areas, including victimization, the process of aging, volunteerism, communication and programming.

Although the specific situation can only be determined through a local crime analysis, older persons will frequently experience fear-provoking crimes. These crimes include strong-arm robbery, purse snatch and pickpocket, certain kinds of fraud, and crimes committed in public housing environments. Crime can seriously alter the economic, health, isolation and fear aspects of older persons' life styles.

Older persons experience a series of gradual changes which begin at different ages and proceed at different rates. Changes in sensory perceptions and in muscular, organ and skeletal systems are often accompanied by psychological stresses and losses. Resulting behaviors must sometimes be dealt with through compensatory techniques, precautions, or special handling.

Older persons can be valuable volunteer resources. Their assets and needs should be thoughtfully evaluated. Policy decisions will have to be made. A planning period must precede recruitment. Careful recruitment procedures, and appropriate support and training techniques will facilitate a successful program.

The physiological and psychological changes that often accompany the aging process may require an adjustment in communication techniques. An acceptance of an older person's point of view and the use of verbal and nonverbal skills in communicating are important. Educational programming designed for the elderly will necessitate special planning and the use of special educational aids.

In many different subject areas, there is a need for specialized law enforcement training to understand and deal effectively with older persons.

MODULE TWO

THE VICTIMIZATION OF THE ELDERLY

MODULE TWO OBJECTIVE:

To assess the victimization of the elderly by examining the types, frequency, impact, and analysis of crime against them.

LESSON ONE   To draw general conclusions, based on available data, regarding the nature
OBJECTIVE: and extent of crime against the elderly.

General Directions

This lesson provides basic and fundamental information on crime against the elderly.
Despite the data deficiencies regarding elderly victims of crime (which will be developed further
in Lesson Three), we now draw together available data. The scope of our effort is limited to
these three tasks:
1. Examine national-scope crime reports and victimization studies, i.e., the Uniform
   Crime Reports and the National Crime Panel studies.
2. Review crime type and frequency findings of nine crime-against-the-elderly studies.
3. Draw general conclusions regarding the nature and extent of crime against the elderly.

There are two national-scope surveys that provide crime and victimization data, namely
the Uniform Crime Reports (UCR) and the victimization surveys of the National Crime Panel,
Unfortunately, neither provide much information on crime against the elderly.

The data these surveys do provide must be supplemented through other studies, usually
limited in scope to a locale. These other studies provide data on crime against the elderly.
Unfortunately, they do not have the range of the two national-scope surveys.

Your task in this lesson is to piece together, from currently available sources, a picture —
however incomplete — of the data on crime against the elderly.

This lesson contains several tables, each available on a transparency. You might utilize
this resource as you review with the students the studies in the lesson.

Instructional   Summarize what national-scope crime reports and victimization studies reveal
Objective 1:   about crime against the elderly.

General Directions

Familiarize yourself with the current editions of the Uniform Crime Reports and
Criminal Victimization in the United States. Refer to footnotes 2 and 3.

Present what these two documents reveal about crime against the elderly with the aid of
Tables I and II.

Key Points:

■ The Uniform Crime Reports publish crimes reported to police.

■ The victimization surveys measure victims' perceptions and attempt to get a truer
picture of all crime.

■ The Uniform Crime Reports supply data on age of victims only for murder, which
show declining percentages as age increases. (Note that population percentages for
the age groups are provided in Table I for your information. These percentages
are not provided on vu-graph 2-1-1.)

> 2-1-1

1. U.S. Department of Justice, Law Enforcement Assis-
   tance Administration, *Criminal Victimization in the
   U.S.: 1973 Advance Report*, Vol. I, A National Crime
   Panel Survey Report (Washington: May 1975), p. 4.

2. Clarence M. Kelley, *Uniform Crime Reports for the
   United States: 1975* (Washington: U.S. Department of
   Justice, 1976), p. 17.

Lesson One
CRIME TYPES AND FREQUENCY

INTRODUCTION

In this lesson we will examine what national-scope crime reports and victimization studies reveal about crime against elderly victims. We will also review the findings of other crime-and-the-elderly studies which have been completed in recent years, and draw some general conclusions regarding the nature and extent of crime, based on available data, against the elderly.

In its 1972 advance report, the National Crime Panel stated that persons over 65 had the lowest crime victimization rates of the general population. On the other hand, the same victimization survey showed the elderly to have a higher victimization rate by certain crimes.[1]

How frequently are the elderly victimized by crime? Which crimes? What do the crime and victimization data say?

These are the questions we will consider in this lesson on crime types and frequency against the elderly population.

NATIONAL CRIME AND VICTIMIZATION STUDIES

National Data Gathering Methods

There are two major methods of crime data gathering at the national level. The first method, the Uniform Crime Reports (UCR), — compiled annually by the Federal Bureau of Investigation — publishes the number of crimes reported to the police. This method has the obvious drawback of not measuring unreported crimes.

The second method, the victimization surveys compiled by the National Crime Panel, attempts to get at the problem of unreported crime by using sampling techniques and personal interview. The surveys measure victims' perceptions and attempt to get a truer picture of all crime — not just those reported to police.

Uniform Crime Reports

Except for murder, the Uniform Crime Reports do not supply data on the age of the victims of reported crimes. UCR data on murder show declining percentages as age increases, except for the "75 and over" group.[2] (See Table I.) But this group encompasses more persons than some other five-year age groups of the study and shows correspondingly higher percentages.

Key Points:

■ The victimization surveys show, if not higher, then at least equal rates for the elderly, when compared to other age groups, for personal larceny with contact, which includes purse snatch and pocket picking. Note that the 1974 rates show higher than the overall rate (3.1) for the 50-64 and 65 and over groups.

2-1-2

3. U.S. Department of Justice, Law Enforcement Assistance Administration, *Criminal Victimization in the United States: A Comparison of 1973 and 1974 Findings,* A National Crime Panel Survey Report (Washington: May, 1976), p. 16.

TABLE I

Murder: Uniform Crime Reports - 1975			
Age	Number of Incidents	Percent of Incidents	Percent of Population
Infant (under 1)	166	.9	1.5
1 - 4	327	1.8	6.0
5 - 9	142	.8	8.1
10 - 14	205	1.1	9.6
15 - 19	1,604	8.6	9.8
20 - 24	2,934	15.7	9.0
25 - 29	2,728	14.6	7.9
30 - 34	2,125	11.4	6.6
35 - 39	1,672	9.0	5.5
40 - 44	1,471	7.9	5.2
45 - 49	1,282	6.9	5.5
50 - 54	1,121	6.0	5.6
55 - 59	728	3.9	4.9
60 - 64	631	3.4	4.3
65 - 69	459	2.5	3.8
70 - 74	314	1.7	2.7
75 - and over	414	2.2	4.0
Unknown	319	1.7	
Total	18,642	Percent 100.0	100.0

Victimization Surveys

The surveys of the National Crime Panel do provide victim data by crimes according to age categories. They show, if not higher, then at least equal rates for the elderly, when compared to other age groups, for personal larceny with contact, which includes purse snatching and pocket picking.

The 1974 victimization rates per 1,000 show 3.5 for the 50-64 age group and 3.4 for those 65 and over. The overall rate for these crimes is 3.1.[3] (See Table II.)

TABLE II

Criminal Victimization in the United States Personal Larceny With Contact (1974 Rates)	
Age	Rate per 1,000 Persons
12-15	3.1
16-19	3.7
20-24	3.4
25-34	2.6
35-49	2.6
50-64	3.5
65 and over	3.4

Key Points:

■ The numbers of crime committed against older persons are substantial. As an example, in 1973 there were 2,740,000 victimizations experienced by the 65 and over age group. A comparison of 1973 and 1974 rates show victimization increases by violent crime, theft (for females), and household crime.

Instructional   Review the crime type and frequency findings of crime-against-the-elderly
Objective 2:   studies completed in recent years.

General Directions

Our interest in the nine studies of this section is limited to type and frequency of crime against the elderly.

You might present the studies with three loose groupings in mind:

1. The Kansas City, Oakland (a study *not* limited to the elderly), Public Housing (the only study not limited to a central city or a county) and Multnomah County studies show significant crime rates for the elderly — in comparison with other age groups or with the average American — especially for strong-arm robbery. Multnomah County does not show robbery a high frequency crime among those committed against the elderly but does give specific robbery findings; namely, the same rates for elderly male and female groups and the similarity of characteristics for purse snatch and pickpocket victims. All studies, except the Oakland study which was limited to robbery, show a high incidence of residential burglary for the elderly.

2. The Houston and St. Petersburg studies focus on the elderly in a special way: Houston studies a Model Neighborhood Area with a high concentration of elderly persons; St. Petersburg reveals an elderly crime problem in a city with an unusually large elderly population. The findings of both are similar to the first grouping.

3. The Huntington and Wilmington studies focus on a specific crime. Huntington has a different crime problem (larceny) and Wilmington limited its study to street crimes only. Both point out the value of a crime analysis.

4. U.S. Congress, House of Representatives, *In Search of Security: A National Perspective on Elderly Crime Victimization,* A Report by the Subcommittee on Housing and Consumer Interests of the Select Committee on Aging (Washington: 95th Congress, 1st Session, April, 1977), pp. 3-8.

The National Crime Panel data have been used as the basis for further analysis. This analysis shows that in 1973 persons 65 and over experienced, per 1,000 population:

- 8 victimizations by crimes of violence;
- 22 victimizations by crimes of theft; and
- 107 victimizations by household crimes.

Persons 65 and over in the United States comprised approximately 20 million individuals. Therefore, they were victims of 160,000 violent crimes, 440,000 crimes of theft, and 2,140,000 household crimes which total 2,740,000 victimizations. This is better than one chance in ten of being a victim.

A comparison of 1973 and 1974 victimization rates show that persons 65 and over experienced the largest overall increase, except for males 16-19, in crimes of violence (6.5 percent). Specifically, for persons 65 and over there was:

- a 46 percent increase in all assaults;
- a 25.4 percent increase in robbery with injury for males;
- a 14.4 percent increase in personal larceny with contact for females; and
- an 11.2 percent increase in personal larceny without contact for females.

Females 65 and over had the highest theft increase of any age group, 11.7 percent. Households headed by a person 65 or over showed the largest age group increase for victimization by household crime, except for the small number of households headed by a person aged 12-19.[4]

In short, the National-scope data on crimes against the elderly are incomplete. The UCR's do not report the ages of victims, except in homicide; the victimization surveys do not sufficiently specify the variety of different crime which most affect the elderly population.

SELECT STUDIES ON ELDERLY VICTIMIZATION

In recent years, various studies have been completed in different parts of the nation on crime and the elderly. These studies are beginning to fill in some of the information gaps to be found in the two national-scope crime reports and victimization surveys.

Kansas City, Missouri - Major Crimes Against the Elderly

Midwest Research Institute conducted a study entitled "Crimes Against the Aging: Patterns and Prevention."

Key Points:

■ In Kansas City the elderly have high strong-arm robbery rates. Inner-city elderly victimizations have a rate twice that of elderly and four times that of younger persons victimized outside the inner-city. The non-inner-city elderly rate doubles that of younger persons living in the same area.

2-1-3

5. *Crimes Against the Aging: Patterns and Prevention*
   (Kansas City, Mo.: Midwest Research Institute, 1977),
   II-8, IV-4.

6. *Ibid.,* III-3, 8.

MRI processed police offense reports — from September 1972 to April 1975 — for crimes against Kansas City residents, age 60 and over. In the course of the study, 1,399 out of 2,958 elderly victims were interviewed for additional information.[5]

The study examined crime frequency against the elderly in comparison with the general population in the inner city and the remainder of the central city of Kansas City, Missouri. The statistical findings are summarized in Table III.

TABLE III

CRIME RATES FOR PERSONS 60 AND OLDER, AND PERSONS UNDER 60 YEARS OF AGE BY AREA OF KANSAS CITY, MO. (September 1, 1972, through January 31, 1974) Crime Rate per 1,000 Population					
Area and Age of Victim	Total	Burglary	Robbery Total	Armed Robbery	Strong-Arm Robbery
Inner-City					
60 or older	28.06	14.82	7.11	3.42	3.69
Younger than 60	60.72	28.81	11.39	7.58	3.82
Non-Inner-City					
60 or older	14.85	9.88	3.63	1.70	1.93
Younger than 60	25.72	15.81	3.06	2.09	.97

An analysis of the Kansas City crime rate per 1,000 population shows for the 60 and over group a special vulnerability to strong-arm robbery occurring in the inner-city. They have a rate twice that of elderly and nearly four times that of younger persons who are victimized in the non-inner-city area.[6]

The 60 and over group have nearly equal rates with persons younger than 60 for strong-arm robbery occurring in the inner-city — a fact that is significant because the older group is less accessible as crime targets due to their natural and imposed lifestyles. By natural lifestyle they are less likely than younger persons to put themselves in high-risk situations. By imposed lifestyle they stay at home out of fear of crime.

The data show residential burglary as the crime of highest incidence against the elderly, though they have lower rates than younger persons. Nevertheless, inner-city elderly and non-inner-city younger persons have nearly equal rates.

Key Points:

■ The Oakland study concluded:

- Robbery attacks are committed extensively against the elderly.

- More than one-third of the robbery incidents against females involved victims 65 and over; and more than one half of the victims of these crimes were 55 or older (who are only 27% of the female population).

7. Floyd Feeney and Adrianne Weir, *The Prevention and Control of Robbery*, Vol. I: *The Robbery Setting, the Actors and Some Issues* (Davis, Calif.: The Center on Administration of Criminal Justice, University of California, April, 1973), pp. 20-23. Percentage of total Oakland population computed from 1970 census data.

Oakland, California - Single City Robbery Study

A study, primarily concerned with describing the patterns of robbery in a single American city, found that robbery attacks are committed extensively against the elderly population. (See Table IV. "N" refers to total sample studied.)

TABLE IV

	Oakland, California		
	1964		
	Armed (N=455)	**Strongarm** (N=284)	**Pursesnatch** (N=186)
Under 13	.4	4.6	1.6
13-18	3.5	5.3	.5
19-25	15.4	10.2	10.2
26-40	28.1	16.9	16.7
41-55	21.3	27.8	28.0
56-64	8.4	14.4	12.4
65+	5.9	16.5	24.7
Varied*	11.6	2.1	1.1
Unknown	5.3	2.1	4.8
	1969		
	Armed (N=433)	**Strongarm** (N=320)	**Pursesnatch** (N=190)
Under 13	1.2	3.1	—
13-18	8.6	9.4	1.6
19-25	18.7	11.9	7.9
26-40	17.3	10.0	8.9
41-55	18.7	15.0	17.4
56-64	11.1	13.8	21.6
65+	6.7	24.4	34.7
Varied*	10.2	3.1	2.6
Unknown	7.6	8.4	5.3

*Based on number of incidents with victims in these age ranges rather than on number of victims. Where there were multiple victims all with ages in one age category, the incident was coded accordingly. Where there were multiple victims whose ages fell into more than one category, the incident was coded "varied."

The Oakland study, after analysis, also revealed that in 1969 more than one third of the robbery incidents against females involved victims 65 or older. Moreover, more than half the victims of these same crimes were women 55 or older, although this age-sex category constituted only 27 percent of the total Oakland female population.[7]

Key Points:

■ The study in public housing crime found the median crime rate for its housing project neighborhoods more than twice the national crime average.

■ The Detroit study showed persons 55 and older forming 22 percent of the city's population, but 27.6 - 33.9 percent of the total robbery not armed victims and 22.5 - 27.9 percent of the total breaking and entering victims over a three year period — the latter being a departure from the national pattern.

8. Information provided by M. Powell Lawton, Philadelphia Geriatric Center.

9. M. Powell Lawton, Lucille Nahemow, Silvia Yaffe, and Steven Feldman, "Psychological Aspects of Crime and Fear of Crime," A Paper at the National Conference on Crime Against the Elderly (Washington: American University, 1975).

10. U.S. Congress, House of Representatives, *Elderly Crime Victimization (Crime Prevention Programs): Hearing Before the Subcommittee on Housing and Consumer Interests of the Select Committee on Aging* (Washington: 94th Congress, 2nd Session, March 29, 1976), p. 4.

Public Housing Crime

In 1971, the Philadelphia Geriatric Center studied the elderly victims of crime. The study used a national sample of elderly tenants in 53 different low-rent public housing environments. This same Center and the Massachusetts Institute of Technology interviewed 662 of those tenants in the summer of 1974 to obtain additional information on the elderly victims' crime experiences.

The study revealed these findings:

1. Seven percent of elderly tenants studied had a crime experience during the 1971 twelve-month period. In the 1974 twelve-month period, 7.6 percent had a crime experience.

2. Fifteen percent (99 of the 662 interviewed) had a crime experience during the three-year period from 1971-1974. Crime type and frequency was:[8]

Robbery	50
Aggravated Assault	6
Burglary	25
Larceny	9
Auto Theft	2
Other Assaults	3
All other Offenses	4
	99

3. The median crime rate in the local neighborhoods where the housing projects were located was 10,086 per 100,000, considerably above the national average crime rate for 1974, which was 4,821 per 100,000.

The study showed that the elderly tenants in public housing have greater residential exposure to crime than Americans not in public housing.[9]

Detroit, Michigan - Five Major Crimes and Elderly Victimization

A Detroit study entitled, "Senior Citizens as Victims of Major Crimes,"[10] collected data on reported crimes against persons 55 years of age and older — 22 percent of the Detroit population. The study analyzed five major crimes. Table V summarizes reported crimes against the elderly from 1971-1973.

Key Points:

■ The Multnomah County study concluded that most crimes against the elderly were property crimes and non-violent confrontation crimes. It revealed:
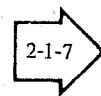
2-1-7

TABLE V

Senior Citizens As Victims of Major Crimes		
Detroit, Michigan		
	1971	1972	1973

	1971	1972	1973
Total robbery not armed	6,766	3,802	4,895
Senior citizens	2,296	1,147	1,352
Percent of total	33.9%	30%	27.6%
Total Breaking and entering	30,798	20,156	21,154
Senior citizens	7,442	4,552	5,899
Percent of total	24%	22.5%	27.9%
Total robbery armed	12,227	7,908	9,934
Senior citizens	2,082	1,201	1,701
Percent of total	17%	15%	17.1%
Total Homicides	690	500	751
Senior citizens	65	51	98
Percent of total	9.4%	10.7%	13%
Total Rapes	472	359	692
Senior citizens	21	21	35
Percent of total	9.4%	5.9%	5.1%

An analysis of the data shows that older persons are victimized more than the general population by two crimes: robbery not armed and breaking and entering. (Breaking and entering, as a higher percentage crime than the elderly's proportion of the population, is a departure from the national pattern.)

Portland/Multnomah County - Elderly Victimization in Metro Area County

A study in Portland/Multnomah County, Oregon, gathered victimization data on persons over 60 years of age, their relationship to the criminal justice system, and their understanding of the legal system.

The study included random sample interviews with 500 elderly (out of approximately 107,000 persons over 60 in the city/county area), case reviews of 300 police records collected over a three-month period, in-depth case studies of 75 victims randomly selected, and qualitative observation in three high crime areas with high concentrations of persons over 60.

The study showed that 63 percent of all elderly victimizations came from property crimes: burglary, theft, vandalism. Twenty-three percent of the victimizations were non-violent confrontation crimes: fraud, harassment/obscene calls. Twelve percent resulted from violent personal confrontation crimes: robbery and assault.

Key Points:

- Robbery rates nearly the same for elderly males and females

- Considerable harassment and obscene phone calls

- Elderly male victims of minor muggings and pickpockets, and female victims of purse snatch similarity in crime characteristics.

2-1-8

11. Marlene A. Young Rifai, *Older Americans' Crime Prevention Research Project* (Portland, Oregon: Multnomah County Division of Public Safety, 1976), pp. 27-33.

12. Raymond Forston and James Kitchens, *Criminal Victimization of the Aged: The Houston Model Neighborhood Area*, Community Service Report No. 1 (Denton, Texas: Center for Community Services, School of Community Service, North Texas State University, 1974), pp. 32-3.

Incidence and percentage tabulations, by crime and sex of victim, are summarized in Table VI.

TABLE VI

Older Americans' Crime Prevention Research Project Portland/Multnomah County				
	Crimes Against Persons 60 years of Age and Older			
	MALE		**FEMALE**	
PROPERTY CRIMES	Percent/Incidents		Percent/Incidents	
Burglary	13%	27	18%	56
Theft	28%	60	24%	74
Vandalism	22%	46	21%	66
NON-VIOLENT CONFRONTATION				
Fraud	6%	12	5%	16
Harassment/Obscene Calls	15%	32	20%	61
VIOLENT CONFRONTATION				
Robbery	5%	17	8%	24
Assault	6%	13	2%	7
OTHER				
Sexual Crimes, Murder	2%	4	1%	4

The Portland/Multnomah County study noted three interesting findings. First, the male and female elderly are victimized by robbery at the same rates. Second, the elderly experience considerable harassment and obscene phone calls. Third, elderly male victims of minor muggings and pickpockets, and female victims of purse snatch show similar crime characteristics. These characteristics include victimization close to home, generally without injury, usually associated with cashing a check at the bank or going shopping at the local store.[11]

Houston, Texas - Model Neighborhood Area Elderly Victimization

This study, conducted between June 1971 and June 1972, compared incidence rates of specified crimes against the elderly.[12] The study, which encompasses a sample of 800 persons (500 were 65 years and over) interviewed in the Houston Model Neighborhood Area, renders victimization rates (per 1,000) for the "under 65" and "65 and over" age categories. The statistical findings are summarized in Table VII.

Key Points:

■ The Houston study showed higher rates of robbery, swindling and purse snatching against 65 and over victims than against younger victims.

■ St. Petersburg, a city with one-third of its population 60 years of age and older, showed higher rates than their percentage of the population for elderly victims of purse snatch, pickpocket and robbery. They were victimized substantially by the crime of residential breaking and entering.

2-1-9

13. St. Petersburg Police Department, *Crime and the Elderly* (St. Petersburg, Fla., 1975).

14. For results of a similar survey in a Florida city (Miami Beach), see John H. Tighe, "A Survey of Crime Against the Elderly," *The Police Chief*, XLIV, 2 (February, 1977), pp. 30-31.

TABLE VII

Criminal Victimization of the Aged: The Houston Model Neighborhood Area (Rates per 1,000)		
	Under 65	65 and over
All crimes	41.7	29.8
Robbery	4.7	5.6
Burglary	13.8	7.9
Auto Theft	4.7	3.
Theft	10.	4.9
Swindling	2.2	3.8
Purse Snatching	1.3	3.2
Assault	3.5	1.3
Rape	2.5	0.
Murder	.03	.08

Higher crime rates for the 65 and over group are seen for robbery, swindling, and purse snatching. (The study also showed a higher rate for murder, though the study questions the reliability of the data it had on murder.)

St. Petersburg, Florida - Crime Problems in City With Large Elderly Population

Surveys in 1974 and 1975 were performed in St. Petersburg to analyze crimes against persons 60 years of age and older.[13] This age group forms one-third of the population of St. Petersburg. The surveys showed that the over-60 population was victimized at a higher rate than its percentage of the population for purse snatch, pickpocket, and robbery. The study also showed that the elderly population was being victimized substantially in the high incidence crime of residential breaking and entering.[14] (See Table VIII.)

TABLE VIII

Crimes Against the Elderly St. Petersburg, Florida						
	1974			1975		
Crime	Total Crime	Victims 60 & Over	Percent	Total Crime	Victims 60 & Over	Percent
Purse Sntach	287	184	66%	240	174	73%
Pickpocket	54	17	31%	32	17	53%
Robbery	844	238	28%	805	319	40%
Residential B & E	5124	1364	27%	6627	1445	22%

Huntington, West Virginia - City With Different Crime Problem

Huntington is a city of approximately 73,000; an estimated 20 percent of its citizens is over the age of 60.

Key Points:

■ Huntington's elderly crime problem during the period of the study was a different one; namely, larceny. Most of it was an item stolen from the victim's front porch. The Huntington study illustrates the need for a crime analysis.

■ The Wilmington study showed persons 60 and over comprised 19.7 percent of the population but sustained 30.4 percent of all street crime victims. (The crime analysis process used will be examined in Lesson Three).

Instructional Objective 3:   Summarize general conclusions regarding the nature and extent of crime against the elderly.

General Directions

The generalizations regarding elderly victims form the heart of this lesson.

1. Discuss with the students how to interpret the data.
2. Discuss with them the conclusions.
3. Allow time for the students to participate through class discussion and questions.
4. Ask if the conclusions are verified through their own experiences.
5. Assure that the students have absorbed as much as possible the five findings summarized in the text.

You might point out that the important issue of fraud, while it is mentioned in two of the studies examined in this lesson, will be explored extensively in Lesson Four and Lesson Five of this module.

Key Points:

■ Conclusions from the studies must be interpreted with caution:

- Different studies used different age breakdowns.

2-1-10

15. *Crimes Against the Elderly*, A Report of the Crime Prevention Unit, Huntington, W. Va. Police Department (February, 1976).

16. House of Representatives, *Elderly Crime Victimization (Wilmington, Del., Crime Residence Task Force): Hearing Before the Subcommittee on Housing and Consumer Interests of the Select Committee on Aging* (Washington: May 6, 1976); Federal Bureau of Investigation, *Crime Resistance* (1975), pp. 86-95.

Analysis of available data from the 1974 police reports showed a total of 200 reported crimes involving aged victims out of a total of 9,987, a two-percent ratio.

The most frequent crime against the elderly was committed on a Saturday, in August, between 6:00 p.m., and midnight. The crime was larceny, most often an item stolen from the victim's front porch.

Larcenies ranged from theft of a hundred-year old foot warming stove to a bathtub valued at $10 from a man's backyard, with larcenies involving porch furniture fairly common in Huntington.

The Huntington survey concluded that criminals were not singling out the elderly as victims and that the elderly citizens of Huntington apparently had few crime-related problems. They suspected, however, that a substantial number of crimes against the elderly were unreported.[15]

The different nature of the elderly crime problem in Huntington illustrates the need for a crime analysis at the local level to determine the precise crime situation in a community.

Wilmington, Delaware - Street Crimes Against Elderly

Police Department Crime Incidence Reports for fiscal year 1975 were used to examine the fear-provoking street crimes of muggings, purse snatches, and attempts at each against persons 60 years and older in the City of Wilmington.[16]

The findings show that persons 60 years and older comprise 30.4 percent of all street crime victims in Wilmington; however, persons 60 years and older form only 19.7 percent of the total population. (The crime analysis process used in Wilmington will be examined in another lesson.)

GENERALIZATIONS FROM SELECTED STUDIES

Interpreting the Selected Studies

The various studies provide pieces of interesting data on elderly victimization. However, conclusions drawn from the data must be interpreted with caution.

For example, different studies used different age breakdowns. One study grouped persons over 55 years of age as older adults. Others used 60 or 65 as the age criteria. Sometimes studies did not compare victimization findings about older persons with findings about younger age groups, nor did they offer comparative information.

Key Points:

- Circumstances surrounding each study differ.

■ The elderly have highest victimization rates for strong-arm robbery, purse-snatching and pickpockets. Elderly male victims of pickpocket and female victims of purse-snatch show crime similarities. The crimes usually occur in public space.

■ Residential breaking and entering is a crime of high frequency against the elderly — more related to locale and opportunity than to age. This is because many older persons live in high crime areas.

■ Victimization rates against the elderly living in public housing environments are higher than average.

■ The elderly generally have lower rates than the younger population in the more violent crimes against the person.

■ National crime statistics can point out general categories of elderly victimization and non-victimization. However, a local crime analysis is needed since these statistics may not be representative for individual jurisdictions.

General Directions

1. Summarize the entire lesson.
2. Assure that these points are clear since they will form valuable background information for the other lessons on victimization.

17. Raymond Forston and James Kitchens, *op. cit.*, p. 3f.

18. Susan Wilcox, *The Prevention and Control of Robbery*, Volume III: *The Geography of Robbery, loc. cit.*, p. 10ff.

In drawing together findings, one must give careful consideration to the special circumstances surrounding each study. For example, the Houston study used the Houston Model Neighborhood Area, the geographic area in which a project for the development and delivery of coordinated services to the elderly was located.[17] Its results, conditioned by this factor, must be interpreted accordingly.

Despite these drawbacks, some general patterns appear to be emerging from these various studies.

Findings

1. The elderly population has higher than average victimization rates for strong-arm robbery, purse snatching and pickpockets. Elderly male victims of pickpockets and elderly female victims of purse snatching show similar crime characteristics.

2. While the elderly population may not be victimized by burglary at as high a frequency rate as some other age groups, residential breaking and entering remains a high-frequency crime for the elderly. It appears that residential burglary may be more related to locale and opportunity than to the age of the victim. The elderly may suffer high-frequency burglary rates because they live in higher crime areas, not because they are elderly.

3. The elderly who live in public housing environments have much higher crime victimization rates than do those not living in such environments.

4. In the more violent crimes against the person, such as murder, rape, and aggravated assault, the elderly generally have lower victimization rates than younger population groups.

5. National crime statistics can point out general categories of elderly victimization or non-victimization. They do not necessarily apply to individual locales. For example, in Oakland it was discovered that *no* robberies or purse snatches occurred in two-thirds of the half-block sized areas comprising the city.[18] Huntington uncovered a theft-of-porch-furniture problem, but not much of an elderly victimization problem. Portland/Multnomah County uncovered a rather high incidence of obscene/harassing telephone calls affecting the elderly population.

Local analysis of crime affecting the elderly is of paramount importance. The problem cannot be understood or addressed without it.

SUMMARY

1. Statistical data are essential for efforts on behalf of older persons in crime-related

19. National Advisory Commission on Criminal Justice
    Standards and Goals, *Report on the Criminal Justice
    System* (Washington: 1973), p. 200

matters. Without such data, crime is not seen as a problem for older persons, nor are there reliable data upon which to perform crime analyses.[19]

2. The Uniform Crime Reports do not report crime by age, except for murder which shows declining percentages as age increases. On the other hand, the surveys of the National Crime Panel show, if not higher, then at least equal rates for the elderly, in comparison with other age groups, for personal larceny with contact, which includes purse snatching and pickpocket. The surveys show a better than one chance out of ten of an older person becoming a victim of crime.

3. Studies show high elderly victimization rates by fear-provoking crimes, such as strong-arm robbery, purse snatch, and pickpocket. Studies also show high victimization rates of the elderly living in public housing environments. They show lower rates by the more violent crimes of murder, rape, and aggravated assault.

4. The actual circumstances of elderly victimization vary from locale to locale and cannot be pinpointed without a local crime analysis.

LESSON TWO   To examine four aspects of elderly life styles that intensify the impact of
OBJECTIVE: crime upon older persons.

General Directions

This lesson goes beyond the type and frequency of crime against the elderly examined in
Lesson One. It examines the impact of crime on older persons.

Many of the students will be younger persons who may not be aware of the conditions
affecting elderly persons and the impact of crime in aggravating aspects of the life of the elderly.
Four aspects of the life of the elderly are treated in this lesson:

1. The econc.aic aspect
2. The health aspect
3. The aspect of isolation
4. The aspect of fear

Present each aspect systematically so that the students will realize that crime does have a
greater impact on the elderly than on younger persons.

Instructional   To assess the economic aspect of elderly life styles and the impact of crime
Objective 1:   on the financial condition of older persons.

General Directions

You now help the students piece together a picture of the financial situations of elderly
persons. The main point is that many elderly persons who are retired are placed in reduced
financial circumstances, and it is the elderly poor who are particularly hurt by economic losses
from crime.

Key Points:

■ The income of older age groups is much less than that of other adult age groups — a
   cause for considerable s iffering.

2-2-1

1. Evelle J. Younger, "The California Experience: Prevention
   of Criminal Victimization of the Elderly," *The Police
   Chief,* XLIII, No. 2 (February, 1976), p. 29.

2. Library of Congress, Congressional Research Service,
   "Statistics on the U.S. aged in selected minority
   groups," A Report to Select Committee on Aging
   from Education and Public Welfare Division,
   October 12, 1975.

Lesson Two
CRIME IMPACT

INTRODUCTION

Many older persons have adequate financial resources, possess good health, live happy and productive lives, and experience no crime problem. In these lessons we are concerned about older persons who do suffer economic, physical or psychological hardship resulting from a crime experience.

Beyond the statistics of crime reports and victimization studies are other realities affecting elderly victims of crime. In many cases, the property loss and the injury sustained by the elderly — because they are elderly — are greater and more damaging than the crime reports may indicate.

In other instances, the elderly — because they are elderly — are more vulnerable to criminal attacks. Certain common characteristics, found in this profile drawn from a California study, apply to many elderly persons living in a major city. These elderly are found to be:

- Living on social security, or on limited and fixed retirement income.
- Living in high crime areas.
- Isolated and lonely but convinced of the necessity to barricade themselves at dusk out of fear of intruders.
- With increasing health and mobility problems.
- With limited transportation resources.[1]

In this lesson we will examine four aspects of the life of the elderly in this country — aspects that intensify the impact of crime upon their lives. These four aspects are: economic, health, isolation and fear. They do not affect all elderly persons in the same way since the elderly population displays more diverse characteristics than any other age group. We will see how these four aspects can increase many elderly's vulnerability to criminal activity.

ECONOMIC ASPECT

Lower Income Levels

Generally, the income of older persons is much less than that of other adult age groups even though, owing to inflation, some retirement incomes increase. Median incomes are shown in Table I.[2]

Key Points:

■ Many older women have lower income support in old age.

■ In-kind programs (food stamps, Medicare, Medicaid), despite claims that they have reduced poverty among the aged, do not overcome the cash problems of needy elderly persons.

3. U.S., Department of Health, Education, and Welfare, Office of Human Development, Administration on the Aging, *Indicators of the Status of the Elderly in the United States*, Prepared by the Institute of Interdisciplinary Studies (Washington: 1976), p. 47f. See also p. 47f for fuller details on matters addressed in the preceding paragraphs.

4. U.S. Congress, Congressional Budget Office, *Poverty Status of Families Under Alternative Definitions of Income*, Background Paper No. 17, January 13, 1977, v.

5. *Ibid.*, p. 13.

6. U.S., Department of Health, Education, and Welfare, *loc. cit.*, pp. 29-53, for fuller discussion. Statement regarding owned home as a "kind of prepayment. . ." attributed to Steiner and Dorfman.

TABLE I

Median Income of Families and Unrelated Individuals, 1974		
Families	All Ages	Aged 65 plus
White	$13,356	$7,519
Black	7,808	4,909
Unrelated Individuals		
White	4,636	3,073
Black	3,059	2,152

There are women in all age groups who show consistently lower income and employment rates than men. Many will have lower income support in old age because they do not qualify for pension benefits as workers or as survivors of pensioners whose benefits terminate at death.

The economic situation of the elderly can be summed up this way:

> The data tells us that while the absolute level of total money income has been increasing for older people, their relative position has hardly increased at all, and substantial differences between older people and the general population remain. These differences are great enough to be the cause of considerable suffering for many older people.[3]

Federal, state, and local government income-transfer payments for the elderly account for roughly 60 percent of all social welfare expenditures, according to a Congressional Budget Office study.[4] The study concluded that cash assistance, (such as social security), and particularly in-kind transfers (food stamps, Medicare, Medicaid) have dramatically reduced poverty among the aged.[5] But, in-kind programs do not overcome the cash problems poor elderly persons face.

Assets Against Unexpected Loss

The assets of a person can be looked at as a cushion against unexpected contingencies. Assets are of two kinds, liquid and non-liquid.

Assets readily convertible into cash are called *liquid* assets. These include cash, bank deposits, stock and bonds, loans to others and cash value of life insurance policies. They are the prime source of reserves against contingencies.

Assets not readily convertible into cash are called non-liquid assets. The principal non-liquid asset for many elderly persons is the home they own, a "kind of prepayment of the living expense of old age."[6] Non-liquid assets also include other real estate and owned businesses, the value of consumer durables, and jewelry. They are not significant as reserves against contingencies because they are not readily convertible into cash.

II-29

Key Points:

- A person's net asset position (total assets minus expenses) usually increases until retirement; then it often declines as assets are drawn upon to supplement income.

- Inflation contracts the elderly's already strained income. A loss due to crime causes further aggravation.

- Reduced income causes change in elderly living:

  - Consumption habits and psychological adjustments

7. Material on the effects of inflation on incomes of elderly taken from testimony of Vera Weinlandt, National Legislative Council, National Retired Teachers, Association, American Association of Retired Persons, in U.S. Congress, Senate, Special Committee on Aging, *Hearings, Future Directions in Social Security,* 94th Congress, 1st Sess., June 30, 1975, p. 1506ff.

8. U.S. Department of Health, Education, and Welfare, *loc. cit.,* p. 53.

The net asset position of an elderly person is known when debts and current expenses are subtracted from all assets, both liquid and non-liquid. Usually, a person's net asset position increases until retirement; then it declines because assets are drawn upon to supplement income.

Inflation's Impact on Fixed Income

The cash assets of the elderly consist mainly of fixed incomes. These assets are further strained by inflation.

Table II illustrates that the effect of inflation on a fixed social security monthly income of $190 - over a one-year period ending May, 1975 - was a $102 loss in purchasing power.[7]

TABLE II

Month	Check's face value	Check's worth in purchasing power	Monthly purchasing power lost
June, 1974	$190.00	$190.00	
July	190.00	188.46	$ 1.54
August	190.00	186.08	3.92
September	190.00	183.99	6.01
October	190.00	182.43	7.57
November	190.00	181.13	8.87
December	190.00	179.85	10.15
January, 1975	190.00	170.04	10.96
February	190.00	177.79	12.21
March	190.00	177.12	12.88
April	190.00	176.22	13.78
May	190.00	175.44	14.55
Total	$2,280.00	$2,177.47	$102.53

Under present law, cost of living adjustments on a fixed social security income occur only once a year. This annual adjustment method in 1975 required approximately seven months into the new adjustment period to compensate fully the losses from the prior year's inflation. The retiree will likely have to draw upon cash reserves just to keep pace with his current standard of living. An unexpected loss, resulting from a robbery for example, will further strain the cash reserves of a retiree.

Effects of Lower Income

Retirement income may be adequate for food, shelter, and a reasonable standard of living. Nevertheless, reduced income often brings drastic change for the elderly person. Reduced income may require radical changes in consumption habits and important psychological adjustments.[8]

Key Points:

- Increasing dependence on public institutions

■ Elderly victims with the lowest incomes are the ones who suffer the most from criminal action.

■ The elderly as a group lack the economic resiliency to absorb a financial loss due to crime.

9. Bernice R. Bild and Robert J. Havighurst, "The Life of the Elderly in Large Cities," Chapter 1: "Senior Citizens in Great Cities: The Case of Chicago," *The Gerontologist* 16, No. 1, Part 2 (February, 1976), pp. 8-9.

10. *Crimes Against the Aging: Patterns and Prevention* (Kansas City, Mo.: Midwest Research Institute, 1977), S-2.

11. *Ibid.*, VII-2. The example is taken verbatim from this source.

The lives of the elderly, especially those whose only source of income derives from Social Security payments, are becoming more dependent on public institutions.[9] Dependence on public institutions brings involvement with regulation, regulatory procedures and other forms of red tape. The red tape of public institutions, the physical barriers of public buildings that impede the elderly's mobility and other such impediments create considerable inconvenience, tax their endurance, and keep the elderly from taking advantage of services to which they are entitled.

Impact of Crime

Elderly victims with the lowest incomes are the ones who suffer the most from criminal action, as the Kansas City study points out:

> With an overall median income of only $3,000 per year, elderly victims were likely to suffer severe consequences from financial losses. Losses were computed as a percentage of 1 month's income to determine immediate impacts; overall, victims lost 23 percent of a month's income, but in the lower income categories, losses were over 100 percent. In many cases, these losses forced victims to cut back on basic necessities.[10]

It should come as no surprise that older persons as an age group do not have the economic resiliency to absorb financial loss associated with victimization. The following example illustrates how this is so.

Suppose two robberies occurred in which all consequences except financial were equal. Suppose further that the loss to each victim was approximately eight percent of one year's income.

Victim A's income is $15,000 per year and Victim B's income is $3,000 per year; therefore, Victim A lost $1,200 and Victim B lost $240. While the percentage loss of one year's income is equal for both victims, the impact on Victim B is likely to be substantially greater.

Victim A has a remaining $13,800 for the year, while Victim B has only $2,760. Victim A can likely cut down on "luxury" items and still maintain a reasonable existence. Victim B, on the other hand, is most likely to cut out certain necessities such as food, clothing, etc., in order to absorb the loss.

Furthermore, Victim A is more likely able to obtain a personal loan to distribute the loss over a longer period of time. Victim B, however, because of credit requirements, is less likely to have this option available.[11]

Key Points:

■ In the course of time, some elderly become outsiders as their locales begin to change in character, and they become subject to suspicion and higher victimization.

■ Reduced income is associated with two other sources of vulnerability:

- Monthly pension and social security checks delivery in a recognizable form on a known date

- Further dependence on public transportation

Instructional Objective 2: To evaluate the health aspect of elderly persons and the impact of injuries resulting from crime.

General Directions

This section combines statistical details, factual data and actual examples. Make use of each to help students see that elderly victims — more than younger age groups — are likely to suffer more severe hardships from injuries resulting from crime.

Key Points:

■ Many older persons enjoy good health and they are vigorous. However, the following health conditions may contribute to the impact of crime. They have more:

- Chronic conditions

2-2-2

- Interference with their mobility

12. *Ibid.,* IV-13.

Increased Vulnerability

Older persons, because of reduced income often remain in the old neighborhood where they have lived for years. (In Kansas City 65.5 percent of elderly victims had lived at the same addresses for more than ten years.[12]) In the course of time, they find themselves in the minority as the character of the area changes. They become outsiders subject to suspicion and higher victimization.

Reduced income is associated with two other sources of vulnerability. First, the regular income itself is normally fixed income, delivered on a known date in the recognizable form of the monthly pension or social security check, a date known as well by those who victimize the elderly. Second, reduced income creates further dependence on public transportation, which in some larger cities increases vulnerability to criminal attack.

In summary, a financial loss due to crime may seriously affect an elderly victim. It is aggravated by the effect of inflation on fixed incomes and the likely necessity of drawing upon cash reserves. It produces psychological effects upon elderly victims, many of whom are already stressed through regular involvement in the procedures of public institutions. It intensifies fear of becoming a victim again because the arrival date of a monthly pension or social security check may be known to the criminal.

HEALTH ASPECT

Many older persons enjoy good health and they are vigorous. However, others have reduced physical strength. They suffer more than other age groups from physical ailments. Their overall health and health care status is such that they are more likely to reveal a person suffering a greater effect from an injury sustained in a crime than would a younger person.

The U. S. Department of Health, Education, and Welfare reports these facts about elderly health and health care:

- Chronic conditions are more prevalent among older persons than younger persons. In 1974, about 39 percent of older persons were limited in their major activity (working or keeping house) due to such conditions, as compared to only 7 percent for younger persons.
- In 1972, about 18 percent of the 65+ group had an interference with their mobility due to chronic conditions — 6 percent had some trouble getting around alone, 7 percent needed a mechanical aid to get around, and 5 percent were homebound.

Key Points:

- Chance of being hospitalized

- Physician visits

- Likelihood of a lasting effect from injury

■ Actual cases show that elderly crime victims often sustain injuries. They are more likely to be injured than younger age groups when victimized by the same kinds of crime.

13. U.S., Department of Health, Education, and Welfare, *loc. cit., Facts About Older Americans 1976,* DHEW Publ. No. (OHD) 77-20006.

14. *Crimes Against the Aging: Patterns and Prevention, loc. cit.,* VII-13.

15. U.S. Congress, House of Representatives, *Elderly Crime Victimization (Wilmington, Del., Crime Resistance Task Force): Hearing Before the Subcommittee on Housing and Consumer Interests of the Select Committee on Aging* (Washington: May 4, 1976), p. 5; Federal Bureau of Investigation, *Crime Resistance* (1975), p. 89.

- In 1974, older people had about a one in six chance of being hospitalized during a year, higher than for persons under 65 (1 in 10). The proportion with more than one hospitalization during a year was also greater for older people (4.1 percent vs. 1.5 percent). Once in the hospital older people stayed about four days longer than younger patients (11.7 vs. 7.6 days).

- On the average, older people had over one-third more physician visits than did persons under 65 (6.7 vs. 4.7 visits) in 1974, with a higher proportion of visits occurring within the last six months.[13]

The Impact of Injury

Older persons become more fragile physically as they age. Their bones are more easily broken and they are more likely to be hurt if they opt to defend themselves. Also, they endure more lasting effects from injuries. They are more likely to be injured than younger age groups when victimized by the same kinds of crime.

The Kansas City Study disclosed that 15.2 percent of all older crime victims were physically injured. They suffered higher probabilities of serious injuries if they were victims of assaults or strong-arm robberies.[14] The Wilmington study revealed that 41.4 percent of 128 older victims of street crime sustained injuries.[15]

Some Examples of Injury

The elderly are frequently victims of crime both in public places and at home. The following elderly crime victims in the Baltimore area sustained injuries. Their plight came to the attention of the Crime Commission Office:

CASE 1: A woman's handbag grabbed by young boy on public street. Woman was knocked to street and severely bruised.

CASE 2: Woman's handbag grabbed as she was getting on bus. Woman was knocked to ground and her hand and wrist were injured.

CASE 3: Woman was grabbed in hall of her apartment by thief and dragged down steps where shoulder was fractured and other injuries sustained.

CASE 4: Woman returned to her home and not knowing anyone else was in the house, went to her bathroom where a man entered, and beat her unconcious. Her hand was
· broken, her ankle was sprained, she required eight stitches in her head, and when her

Key Points:

■ The elderly in public housing environments are often subject to victimization and to injury.

■ Older victims require special concern.

16. From testimony of Alvin J. T. Zumbrun, in U.S. Congress, Senate, Subcommittee on Aging of the Committee on Labor, and Public Welfare, *Hearing, Crime and the Elderly 1975*, 94th Congress, 1st Sess., August 13, 1975, p. 155f.

17. U.S. Congress, Senate, *Adequacy of Federal Housing Response To Housing Needs of Older Americans, Hearings Before the Subcommittee on Housing for the Elderly of the Special Committee on Aging* (Washington: 92nd Congress, 2nd Sess., August 1, 1972), p. 410.

18. "The Elderly Victimized," *The Sun* (Baltimore: Sunday, July 30, 1972), C3.

assailant hit her in the mouth, this cracked her false teeth which became imbedded in the oral cavity, and had to be removed through oral surgery.

CASE 5: A man was mugged by two young people who took his money, and caused him a long stay in a hospital for injuries received.[16]

The elderly who live in subsidized housing environments are frequently subject to victimization and to injury. An example of how injury can occur was described in a statement by Senator Edward W. Brooke:

> It's six o'clock on a winter evening. A 70-year old woman named Mary is a tenant in a building also occupied by family tenants. She's had dinner at a friend's apartment and returns to her building. There are no outside lights, because they've been stoned by vandals. Mary could trip on something in the dark. Tonight she's lucky and gets into the unlit hallway safely. Because it's winter, the only light is the thin line at the base of neighbors' doors. She gets to the elevator, but it has been vandalized.

> Now she must start the five-story climb up the totally darkened stairwell. The climb is painful enough during the day, when she can at least see where she's going. At night, Mary is filled with the constant fear of assailants. This night she is attacked.

> A twelve-year old boy, hooked on heroin, is desperate for money. He grabs her purse. She lunges for him, misses, and falls down three stairs to the landing, breaking her arm. Neighbors hearing her crying, come out to help her.

> They can't take her to the clinic at the development. It's closed by now, because it's too dangerous to have staff work past 5 p.m. She is taken to a hospital, and the broken arm is set and put in a cast. Because of her age, it may be nine or ten months before she has use of her arm again.[17]

Older persons are less able to defend themselves against injury. Any injury inflicts greater harm because of their physical condition. Injury frequently occurs as the result of a strong-arm robbery.

An article in a Baltimore newspaper made the following observations:

> Older people are frequent victims of crime. Frail, myopic, often picking their way cautiously along city streets or standing alone at a bus stop, they are victimized by young criminals who succumb to easy temptation.

> A report released two weeks ago shows that 852 people 65 and over were robbed in city streets last year. That is second only to the number of youngsters 14 and under who were robbed of lunch money and other small sums. Add to this the 502 robbery victims between the ages of 60 and 65, plus those who died as a result of the robber's assault, and you see that older persons are the single most persecuted segment in the city. No other age groups suffer crime as much as the elderly, no other segment finds it as hard to recuperate.[18]

Key Points:

- Physical infirmity can impair the senses of the elderly and contribute to their vulnerability. It can intensify vulnerability by:

    - Limited mobility

    - Lack of alertness or awareness

    - Fear of reprisal — should they report a crime

Instructional Objective 3:   To examine trends toward isolation in elderly life styles and the effect of crime in furthering isolation.

General Directions

Isolation and fear — the latter being treated in the next section — are difficult to separate. As isolation increases, fear increases. This in turn promotes further isolation.

Isolation and fear are psychological effects and cannot so easily be measured as can the economic and health aspects. Since the psychological factor is important in assessing the impact of crime, give separate emphasis to each impact — isolation in this section and fear in the next.

Key Points:

- Isolation is a problem not only for the elderly poor but also for some elderly with money.

2-2-3

19. *Crimes Against the Aging: Patterns and Prevention*, loc. cit., IV-13.

20. Emilio C. Viano, "Crime Against the Elderly: A New National Crisis," *Prosecutor's Brief for December* (1976), p. 5.

Increased Vulnerability

Physical infirmity can impair the senses of the elderly. It contributes to their vulnerability. For example, if an older person cannot hear well, he can more easily be assaulted from behind and become the victim of a strong-arm robbery. If vision is impaired, the older person cannot observe happenings around him from which a crime can materialize.

The Kansas City study disclosed that 20 percent of the victims had some visible physical handicap that impaired mobility.[19] A physical disability, particularly one which significantly restricts walking about, climbing on buses, and getting into cars complicates adjustment to the environment. It intensifies anxieties generated by a criminal experience.

The older person's physical condition may cause lack of alertness or awareness. The older person, sometimes preoccupied with physical disabilities, may exert such concentrations when stepping from a curb, for example, that he becomes unaware of what is happening around him. He becomes an easier victim in a situation that would normally not be a problem for a younger person.

Their physical condition makes older persons vulnerable to repeated victimization. Older victims more likely fear reprisal — should they report a crime — from assailants who often threaten violence against them.

In summary, the elderly suffer more prevalent chronic conditions than younger persons, and more handicaps to their mobility. They suffer diminished physical strength, more physical ailments, and can more easily suffer broken bones. In short, they are more susceptible to serious injury as the result of an attack, and the injury will leave a more lasting effect upon them. For many of these same reasons, they are more vulnerable to criminal attack.

ASPECT OF ISOLATION

Conditions promoting isolation are prominent with the elderly, even though we are reminded by some authorities that social isolation characterizes only a minority of older persons, particularly the very old.[20] Isolation is a problem not only for the elderly poor, but also for some elderly with money.

The elderly are subject to conditions that often result in isolation. Isolation is further aggravated by the impact of crime.

What are the trends in elderly life styles that lead them to isolation? Two trends are evident: more elderly persons are living apart; and more elderly are living in the central cities.

Key Points:

■ The first trend in elderly life styles that leads to isolation is their tendency to live apart from other members of their families. (Of course, many older persons live comfortably and happily disengaged from the mainstream of life.)

- More than one third of women 65 and over live alone.

- They can become isolated unless they stay involved in social and community roles.

- The number of older persons who live alone increases with age.

■ The second trend in elderly life styles that leads to isolation is the trend toward sizable elderly concentrations in central cities:

21. U.S. Department of Commerce, Bureau of the Census, *Demographic Aspects of Aging and the Older Population in the United States, Decennial Percent Increase of the Population 65 Years Old and Over: 1900 to 2040* (Washington: May, 1976), p. 49.

22. *Ibid.*, p. 45ff.

23. Information taken from a background paper entitled, "A Perspective on Crime as it Relates to the Elderly," from the Office of Services to the Aging (Lansing, Michigan, 1973).

The Elderly Live Apart

The first trend: the numbers of elderly persons who maintain their own households and live apart from other members of their families have been on the increase since the early 1960's. In 1975, 15 percent of men 65 years old and over, and about 37 percent of the women of the same age lived alone. The numbers of elderly persons living with relatives other than spouses declined during this same period.[21]

Many older persons are widowed and spend many years alone. The March, 1975 statistics disclosed that only one out of three women 65 and over was married and living with her husband. More than half of the women 65 and over were widows and more than one out of three was living alone.[22]

The March 1975 statistics disclosed that three out of four men 65 and over, by contrast, were married and living with their wives. Only one man out of seven was widowed and living alone.

Many older persons, especially older women, are in "live apart" situations. If they become isolated they become vulnerable to crime. Our interest in this lesson is the extent to which social isolation contributes to victimization. As an example, sometimes the burglary of the residence of an older female living alone is escalated to the crime of rape when the offender realizes she is living in isolation.

A Survey of Needs study commissioned by the Office of Services to the Aging in Michigan[23] examined living arrangements of senior citizens relative to age, sex, and home ownership. Its findings confirm the trends just cited. It also found that for the elderly, living arrangements change fairly rapidly with increasing age.

The number of older persons who live alone increases with age according to this study:

Age	Percent
60-64	17.1%
65-69	26.3%
70-74	33.3%
75-79	42.5%
over 79	47.4%

Concentrations in Central Cities

The second trend: there tend to be sizable concentrations of elderly persons in central cities.

Key Points:

- They form only about 10 percent of U.S. population but 31.1 percent live in central cities.

- They stay in central cities because of

     home ownership

     presence in community

     attachments

     economics.

- Many larger cities have higher percentages of elderly in their central cities, than the representative percentages of older persons in the total population.

- Central cities quite often are high crime areas.

■ An example shows that being a victim of crime can seriously impair the quality of life of the elderly by the isolation it imposes.

24. Unpublished data provided by courtesy of the Bureau of the Census from the 1976 Current Population Survey. Data is based on 1970 Census definitions of Standard Metropolitan Statistical Areas (SMSA) and of Central Cities within them.

25. John M. Kennedy and Gordon F. De-Jong, "Aged in Cities: Residential Segregation in 10 U.S.A. Central Cities," *Journal of Gerontology*, 32, 1, (1977), pp. 100-101.

26. Bernice R. Bild and Robert J. Havighurst, *op. cit.*, p. 5.

27. Carl F. Cunningham, "Crime and the Aging Victim," *Congressional Record - Senate* (June 26, 1973). S 11986.

In 1976, while persons 65 and over constituted about 10% of the total population, 31.1% lived in central cities. By contrast, only 28.6% of the remaining 90% of the total population lived in central cities.[24]

Some of the reasons the elderly stay in the central cities while younger age-groups move out follow. Compared to younger persons, the elderly have:

- a relatively higher rate of home ownership
- lower migration rates
- longer presence in the community
- attachments to their communities and homes that make it less appealing to move
- more limited financial resources that make lower central cities' rents and property values attractive.[25]

Many larger cities have higher percentages of older persons in central cities than their proportion of the national population. New York had 12 percent and Chicago 10.6 percent living in the central city area in 1970, when persons 65 and over formed almost 10 percent of the total U.S. population.[26] As we have already noted, 65 percent of elderly victims interviewed in the eighteen month study in Kansas City, Missouri, had lived in one neighborhood for ten years or more.

Central cities quite often are high crime areas. Thus, older persons, who form a high percentage of central cities population, often live in close proximity to those likely to victimize them.

Effects of Crime on Isolation

Crime intensifies the forces that cause isolation. Being a victim of crime can be a frightful experience for the elderly and can seriously impair the quality of their lives. Here is an example.

Two widowed women, aged 69 and 74, lived together. Their home was burglarized many times — five times in a single month.

On one such occasion, the intruders entered while the occupants were at home. They mauled the two women when they found only a crumpled dollar bill.

The burglars' crime became easier when the victims eventually left their home at night due to fear. Their destruction caused $900 in property loss, a ransacked house virtually unin-habitable, and demoralized residents, unlikely ever to regain peace of mind.

The two widows must continue to live in that area because they have no place else to go.[27]

Key Points:

■ Fear of crime can adversely affect economic, social and health aspects; specifically, it may reduce:

- Shopping trips

- Social activity

- Doctor's visits

■ Isolation increases feelings of fear and paranoia. These are magnified by a crime situation.

28. Manuel Rodstein, "Crime and the Aged: 1. The Victims," *Journal of the American Medical Association,* 234 (November 3, 1975), p. 533.

This incident shows how fear of crime isolates, imprisons, and affects the quality of life. But fear of crime has other effects.

Older persons may reduce essential trips outside the home due to fear of crime. They may do less shopping, which in turn can lead to undernutrition and malnutrition.

Older persons may also reduce social activity at a church, synagogue, community center, golden-age club, or the homes of friends. Reduced social activity increases their isolation, and for many it causes depression and lessened self-care.

Fear of crime can prevent some elderly persons from taking advantage of visits to the physician, dentist, podiatrist, health care center, and medical clinic. It may also cause the health care professional and social worker to become increasingly reluctant to visit homes of incapacitated inner-city aged for fear of their own safety.[28]

Advancing age increases the prospects of isolation. Isolation many times heightens feelings of fear and paranoia, which in turn are magnified by a crime situation.

Conditions leading to isolation are common to the elderly. They tend to live apart and concentrated in central cities. They suffer social isolation when crime or fear of crime aggravates this life situation. Social isolation, coupled with fear of crime, diminishes the quality of life and increases vulnerability to crime.

Increased Vulnerability

Reduced socialization, or isolation, can create vulnerability to con games. The older person who is disengaged from everyday business activities is sometimes less able than others to question the costs or quality of home improvement offers.

Many older persons live alone. Since females generally outlive males, many married women are widowed in their later years and live alone. Older persons who do live alone are more vulnerable to victimization. Some isolated and lonely persons are more prone to allow a con man to involve them in a confidence game. (See Lesson Four for fuller treatment of this point.)

Social isolation causes many older persons to report crime less. Less crime reporting also increases vulnerability.

Some older isolated persons become reluctant to depart from the routine. Their life styles and habits become predictable — such as going to the bank or grocery — and thereby they make themselves more vulnerable to criminal attack.

Instructional
Objective 4:   To assess the fact and the effect of the fear of crime on elderly life styles.

General Directions

It is difficult to document exactly how fearful of crime the elderly are and how much more the elderly are fearful than younger age groups. Point out that enough fact and experience are available to demonstrate that fear of crime is a serious problem.

Key Points:

■ Fear sometimes is a greater concern than crime itself.

■ Anxiety and fear often create an impact that affects persons other than the principal victim of crime.

■ Even minor residential crime has its impact on elderly victims: invasion, threat, aloneness, anonymity.

■ Fear can mean a life of helplessness, as actual samples point out.

29. U.S. Congress, House of Representatives, *Elderly Crime Victimization (Residential Security)* Hearing Before the Subcommittee on Housing and Consumer Interests of the Select Committee on Aging, 94th Congress, 2nd Session (March, 15, 1976), p. 3.

30. *Crimes Against the Aging: Patterns and Prevention,* loc. cit., VI-21.

ASPECT OF FEAR

Fear of victimization has an impact upon the elderly. Fear may be of even more concern than crime itself.

> One of the consistent findings, for example, in the projects surveyed is that while the crime rate is indeed high, the fear is even higher. In a recent survey of four large public housing projects in Boston, it was found that these projects have a robbery rate of 5.6 per hundred tenants per year.
>
> Yet, when residents were asked what they thought their personal chances were that they would be robbed in the year ahead, 80.7 replied that they thought the chances were 50-50 or greater of such an event taking place. The same pattern existed with regard to rape. In these same projects, the actual rate was 7.4 per thousand females, making chances of less than one in a hundred; yet when queried, 65.6 percent of the women believed that their chances were 50-50 or better that such a crime would happen to them in the year ahead.[29]

Anxiety and fear often create an impact that affects persons other than the principal victim of crime. This occurs when news of crime travels quickly through a community and is passed on with distortion, anxiety and fear. The effects of this anxiety and fear on a community can be easily understood. For example, the Kansas City study showed that crimes against older persons usually took place in or near the home.[30]

Minor residential crime can leave elderly victims with a lasting sense of invasion, threat, aloneness, and anonymity that drastically degrade the quality of life. Elderly victims often react with aversion to the home after burglary. The home which was once their shelter now entraps them, making them fearful to remain alone.

Fear can seriously impair the quality of life of the elderly person. It can mean a life of hopelessness for some who must live in high crime areas:

> What this means to many of the estimated 250,000 senior citizens living in the Bronx — and more elsewhere in New York City — is a life of abject fear and utter hopelessness.
>
> For some, it means walking home at night down the middle of the street, fearful of the risk of being hit by a car, but more fearful of being assaulted along the darker sidewalks.
>
> For others, it means being virtual prisoners in their tiny apartments, afraid to go out day or night.
>
> For some old people, it means storing their garbage inside their apartment for days because they are afraid to take it outside. Others have given up their traditional Thursday nights dancing at Roseland, or playing bingo, or even going to a neighborhood movie.

Key Points:

■ Those older persons expressing high degrees of fear are mostly:

- Older women

- Black elderly (more than white elderly)

- Persons who live alone

- Persons who live in larger cities

■ Many elderly persons are often afraid to go out alone.

31. *The Washington Post*, November 21, 1976, A 1.

32. For a summary of findings on fear of crime among the elderly see Arthur Patterson, "Territorial Behavior and Fear of Crime in the Elderly," *The Police Chief*, XLIV, 2 (February, 1977), pp. 42-44.

33. Barry D. Lebowitz, "Age and Fearfulness: Personal and Situational Factors," *Journal of Gerontology*, 30, No. 6 (1975), p. 698 and Frank Clements and Michael P. Kleiman, "Fear of Crime Among the Aged," *The Gerontologist*, 16, No. 3 (1976), pp. 207-210.

34. Carroll J. Bourg, "Elderly in a Southern Metropolitan Area," *The Gerontologist*, 15, No. 1 (1975), p. 17.

Some say they don't go to bed at night without moving a heavy dresser or clothes chest against the front door, and some have even moved their beds into foyers in order to be close to a front door so they can escape in case someone breaks into a rear window.

The ultimate expression of fear of crime in the southwest Bronx was by Hans Kabel, 78, and his wife, Emma, 76, who committed suicide together last month, a few days after intruders broke into their apartment and slashed the woman's face with a knife.

Police said a note written in German said the two were "tired of living in fear" and had become despondent about rising crime in the neighborhood where they had lived most of their lives. The two slashed their wrists, and tied ropes around their necks.[31]

The Elderly's Fear of Crime

Fear of crime affects all age groups and studies do not agree on how much more fearful the elderly are than other age groups. What is certain is that many older persons express high degrees of fear.[32]

Here are some facts about fear of crime that indicate a higher degree among the elderly:

1. Older women are the most likely to fear crime. Women in general express fear of crime more than men. Older men are more likely to say they are fearful than younger men.

2. Black older persons are more fearful of crime than white elderly — a comparison that applies to all age categories. Sixty-nine percent of black aged according to one study were afraid to walk their neighborhoods alone at nigh, compared to 47 percent of the white elderly in their neighborhoods.

3. Persons who live alone generally express greater fear of crime. Persons in the over sixty age group who live alone express much greater fear than those who do not live alone.

4. The larger the place (larger city) the greater is the fearfulness.[33]

A study of Nashville, Tennessee, showed that one-third of the elderly were afraid to go out alone at any time. The study provided these reasons from those afraid to go out alone:

49% - not safe, too dangerous — resulting in fear

17% - fear of getting robbed or beaten up

33% - deterrents such as torn up streets, difficulty of seeing, fear of falling — and other factors unrelated to crime.

Three-fourths of all respondents did not go out at night.[34]

Key Points:

■ Elderly fear of crime is not a mere psychological state. It is substantiated by surveys.

■ Fear alters life styles and reinforces isolation.

35. U.S. Congress, Senate, *Adequacy of Federal Response To Housing Needs of Older Americans, loc. cit.*, p. 481.

Impact of Fear of Crime

Fear of crime among the elderly was discussed at hearings before the Senate Special Committee on Aging. The hearings — held July 31, and August 1 and 2, 1973 — focused on the adequacy of the federal response to the housing needs of older Americans. They also touched on crime against the elderly in both private and public housing.

Senator Harrison A. Williams assessed the crime situation as it affects the fear of elderly persons in his opening statement on the last day of the hearings:

> "I would like to begin by summing up a few points that have arisen at this hearing thus far.
>
> First, I want to express my deep sense of personal outrage over the conditions that have been described during testimony this week and at our opening hearing on this subject last October.
>
> We have been told — and with ample, heartbreaking documentation — that elderly tenants in private and public housing in many of our big cities are the most vulnerable victims of theft, violence, rowdyism, and outright terrorism.
>
> We have been told again and again that many older persons lock themselves within their apartments night and day, and dread every knock on the door.
>
> We have been told of housing projects in which all tenants fear to use elevators — when, indeed, those elevators are working — because they have good reason to believe they will find themselves facing the knife or the fists of one or more assailants that are lurking there.
>
> We have been told of people who are robbed of their Social Security payments on their way home from the bank, or even inside the bank.
>
> Thus far, we have heard from witnesses representing six cities. Their stories vary only in small details. At least twice we have been told about elderly individuals who have been mugged more than 20 times.
>
> Do we need any more proof that a crisis in crime exists? Do we need any more reason to act on an emergency basis?"[35]

Fear of crime strongly affects older persons. It alters their natural life styles. It reinforces isolation as the Portland/Multnomah County study entitled "Older Americans' Crime Prevention Research Project" points out:

> Generally, it seemed that those persons who lived in most isolation and with little community support, were those who felt most alienated from their urban environment and the social service network. They were most withdrawn from contact with the social system in general. Many times there was a manifestation of lack of faith in system response and resilience. Such perceptions contributed to withdrawal from society but also would account for stronger fear toward that society. There is as well, some tendency for persons to withdraw more following a criminal incident with

36. Marlene A. Young Rifai, *Older Americans' Crime Prevention Research Project* (Portland, Oregon: Multnomah County Division of Public Safety, 1976), p. 40.

intent of increasing their personal protection. As the isolation increases, fear increases which in turn promotes further isolation.[36]

SUMMARY

Crime reports and victimization statistics do not reflect the added impact of crimes committed against the elderly.

Their economic situation may be such — with low and fixed incomes during inflationary times — that unexpected losses occuring from criminal activity can create severe economic problems. For many, their vulnerability to criminal attacks is increased by living in or close to high crime areas and depending on the regular arrival of their monthly checks.

Their health status may be such that injuries suffered during a crime can seriously disrupt their health and mobility for a long time. Moreover, because of their health status, they are more vulnerable to certain crimes, such as strong-arm robbery.

Fear of crime increases the isolation of the elderly, which not only affects the quality of their lives but also increases their vulnerability to criminal attack.

The elderly become increasingly susceptible to social isolation the older they grow. They can, under circumstances of repeated victimization, become self-imprisoned and live out their lives in hopelessness and abject fear.
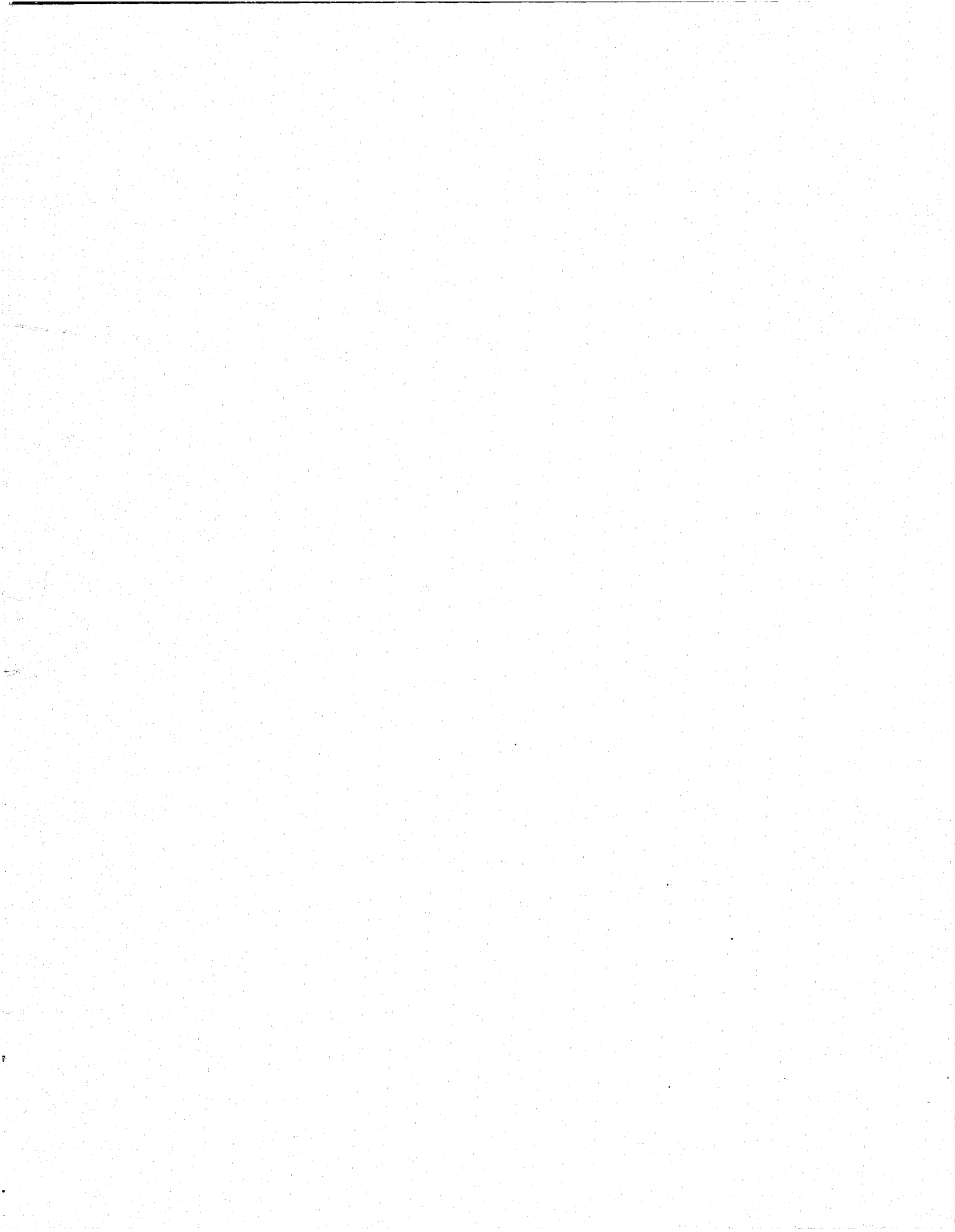
CONTINUED

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LESSON THREE   To describe the process of performing a local crime analysis of elderly
OBJECTIVE: victimization.

General Directions

Recall from Lesson One that crime against the elderly may vary from locale to locale and can be determined only through a crime analysis. Recall from Lesson Two that crime analysis — when the elderly are involved — requi ·s more than a determination of the criminal act; the analysis must also focus on the total impact on the victim's life.

In short, this lesson rounds out and completes the first two; namely, that crime type, frequency and impact must be determined by a crime analysis. Take enough time to stress emphatically the five crime-analysis steps that will be examined so that the student will know the route through this important lesson.

Instructional   Delineate the nature and necessity of crime analysis.
Objective 1:

General Directions

This lesson deals principally with formalized crime analysis. However, since many law enforcement agencies may not presently employ full-time crime analysts, some students may raise questions concerning the practicality of this lesson.

Stress that the Lesson presents methods that can be adapted for use in any agency. Otherwise, an agency cannot effectively pinpoint crime against the elderly. Point out the need for more formalized methods but help the students get a feel for the flexibility required to match the agency's needs and resources.

2-3-1

Key Points:

■ Crime analysis requires formalized efforts because of:

- The high volume of crime

- The mobility of criminals and their victims

- The constant need for up-to-date information

■ Systematic crime analysis will better prepare officers to aid elderly victims of crime.

Lesson Three
CRIME ANALYSIS

INTRODUCTION

Police usually have compassion for the elderly and especially the elderly victim of crime. However, crime reporting and crime analysis have not focused sufficiently on the special crime-related problems of the elderly citizen.

Crime analysis is the concerted effort to provide regular and systematic information on crime problems and individual criminals. This enables law enforcement agencies to plan effectively how to assist the elderly citizens in their community — either to prevent the crime, to reduce its impact, or to aid elderly victims.

In this lesson we will examine five subjects relating to crime analysis and elderly victimization:

1. Crime analysis, what it is and why it is necessary
2. Data deficiencies that impede effective analysis of elderly victimization
3. Case study on the gathering and analysis of crime information on elderly victimization
4. Steps of a crime analysis
5. General principles and types of analysis needed for a crime analysis of elderly victimization

CRIME ANALYSIS

The Need

Crime analysis exists as an on going activity in almost every law enforcement agency, even if informally. Individual officers through their own day-by-day experiences and conversations with other officers know the trouble spots, the automobile models likely to be stolen, and, in many instances, the individuals behind the criminal activity.

The high volume of crime, the mobility of criminals and their victims, and the constant need for accurate and up-to-date information make more formalized crime analysis efforts necessary. This is particularly true about crimes against the elderly.

Systematic attention to elderly victimization is fairly recent among law enforcement agencies. Through crime analysis at the local level, law enforcement agencies can determine the specific crime problems faced by the elderly. As a result, law enforcement officers can be more

Key Points:

■ Effective crime analysis utilizes regularly collected information on reported crimes and criminal offenders — supplementing it with surveys on the extent and impact of crime upon the victim.

■ It makes well organized data available to different user groups for a variety of purposes.

■ Now that we have examined formalized crime analysis, what problems do you anticipate for your agency? What adjustments will be necessary?

1. George A. Buck, *Police Crime Analysis Unit Handbook* (U.S. Department of Justice, Law Enforcement Assistance Administration, National Institute of Criminal Justice, November, 1973), XV.

2. *Ibid.*

effective in their recommendations to prevent these crimes and reduce their impact. They also will find themselves better prepared to aid elderly victims of crime.

What Crime Analysis Is

What is crime analysis? It is a system utilizing regularly collected information on reported crimes and criminal offenders. This information is supplemented with victim surveys to get at the extent and impact of crime upon the victim. Crime analysis places this information at the disposal of those engaged in crime prevention, crime suppression, and criminal apprehension. It supports law enforcement activities through strategic planning, manpower deployment, and investigation assistance.[1]

Formal crime analysis exists in a police agency when a specific unit systematically examines regularly collected information, such as reported crimes and criminal MO's. The information is analyzed and made available to different user groups within the agency, such as the patrol division, the investigative unit and the planning unit.[2]

Potential Benefits

Generally, a crime analysis unit will produce information that can be useful in a variety of ways within the law enforcement agency. Among the possible purposes (as well as the potential benefits) of an effective crime analysis unit are the following:

- To increase the number of cases cleared by arrest by correlating the MO's of arrested suspects to other uncleared offenses.
- To provide investigative leads to detectives by furnishing lists of suspects whose MO's match those of uncleared offenses.
- To provide a greater number of crime pattern bulletins for the patrol function and thereby increase the awareness of field officers, thus increasing the potential for earlier arrests.
- To provide a means for influencing citizen groups to observe criminal activity as it directly pertains to them, and enlist their support for crime-specific prevention programs.
- To provide information relating to security considerations for environmental design of new residential communities and commercial developments.
- To provide early identification of crime patterns through MO correlations.

Instructional
Objective 2:   Describe three data deficiencies of crime against the elderly.

General Directions

The inadequacy of data on elderly victims was described in Lesson One. You will now summarize these inadequacies. You might involve the students in discussing whether the three data inadequacies exist within their home agencies and, if so, how the deficiencies can be resolved.

Key Points:

■ First problem: the victim's age may not be stored in the information bank where it can be retrieved easily. How is victim age handled in your agency?

2-3-2

■ Second problem: age groupings for the elderly have been inconsistent or bracketed too broadly. Are age groupings used by your agency consistent with census data?

3. *Ibid.*, p. 7.

- To increase the number of discovered crime patterns which are capable of being identified.

- To provide a means of measuring results of crime-specific prevention or suppression programs.

- To provide staff recommendations on possible program solutions to crime problems.

- To aid in the coordination of special crime suppression task forces.

- To provide information on projected levels of offender activity and to identify future problem areas.[3]

CURRENT DATA DEFICIENCIES

Law enforcement agencies have made notable strides in recent years in the collection, analysis and utilization of crime data. However, as was suggested earlier, much remains to be done, especially in crimes against elderly victims.

Three problems, all related to data collection practices, currently hinder effective crime analysis efforts regarding the elderly.

Age Not Reported

The first problem: Crime reporting systems pay too little attention to the age of the victim of a crime. The victim's age may be recorded on the investigating officer's report but it often is not stored in an information bank where it can be retrieved easily. While increasing numbers of local jurisdictions are beginning to record and store these data, the FBI Uniform Crime Reports do not include information on the age of victims of various crimes, except for reported homicides.

Inconsistent Age Groupings

The second problem: While some police agencies have shown an interest in the ages of victims of reported crimes, the age groupings for the elderly have been either inconsistently categorized or the age brackets of the elderly have been so broad as to be almost useless.

As an example, a 1971 Washington, D.C., Metropolitan Police Department study grouped all crime victims 50 or more years old into a single over-50 age category. The census, on the other hand, grouped individuals in 45-54, 55-64, and over-65. As a result, the police data could not be correlated or compared with existing census data.

Key Points:

■ Third problem: crime data are not reported specifically enough to show the extent of elderly victimization. Do crime categories used by your agency get at specific crimes against the elderly?

■ Police agencies can remedy these deficiencies through the measures we will now discuss.

Instructional   Summarize methods of crime analysis from a case study.
Objective 3:

General Directions

Present the Wilmington Case Study as a concrete example of crime analysis. Do not propose the case study as a model. In fact, you might help the students find shortcomings in the case study. For example, the adequacy of data for the decision to limit the analysis to street crimes might be questioned. As you move through the case study, ask the students if they recognize any other shortcomings.

Present the case study as a useful process from which a law enforcement agency might learn in setting up its own analysis of elderly victimization.

2-3-3

4. Phyllis Mensh Brostoff, *Metropolitan Police Contacts With the Elderly* (Washington: The Washington School of Psychiatry, November, 1971), p. 27.

5. Philip M. Hauser, *Social Statistics in Use* (New York: Russell Sage Foundation, 1975), p. 161.

The census data also could not provide the number and distribution categories of older persons per police reporting district.[4] Hence, the value of the crime data on older persons in Washington was limited because of the incompatibilities of the two systems.

Inadequate Crime Categories

The third problem: Older persons are particularly vulnerable to certain kinds of criminal activity, such as confidence games and swindles, purse snatches and strong-arm robberies. Unfortunately, crime statistics are not uniformly compiled for all crimes.[5] Different jurisdictions report these crimes differently, or group these specifically different crimes under a larger category, such as robbery or theft. National crime data collection and reporting systems, such as the FBI Uniform Crime Reports and the National Crime Panel victimization surveys, do not report crime specifically enough to show the real extent of elderly victimization.

What Can Be Done?

As a result of these data collection deficiencies, it is very difficult for crime analysts, at this time, to determine clearly the actual extent of crime against elderly victims or to state with any certainty what specific kinds of criminal activity are focusing on the elderly persons in our communities.

Despite these problems, law enforcement agencies *can* do something about getting the information they need to measure the nature and extent of crimes against elderly victims in their communities. This information can be used to increase the apprehension of offenders who victimize the elderly. It can be used as well to develop crime prevention programs designed to protect elderly citizens.

Obtaining and using this information can be built into the police agency's regular crime reporting and analysis operation or it can be undertaken as a special effort.

WILMINGTON CASE STUDY

Evolution of Project

An example of what one community did to obtain and analyze crime data, and then did to take actions designed to reduce crimes against the elderly, can be found in Wilmington, Delaware.

Key Points:

■ The elderly were defined as persons 60 years or older.

■ The scope of the data gathering process was set within limits.

■ The objective was to analyze street crimes committed against the elderly.

■ Police incident reports, collected manually, were studied. They were supplemented through a victim survey mailed to the 128 victims.

6. For source of case study see U.S. Congress, House of Representatives, *Elderly Crime Victimization (Wilmington, Del., Crime Resistance Task Force): Hearing Before the Subcommittee on Housing and Consumer Interests of the Select Committee on Aging* (Washington, May 4, 1976); also Federal Bureau of Investigation, *Crime Resistance* (1975).

In Wilmington, a task force, consisting of two Special Agents assigned to the Wilmington Office of the Federal Bureau of Investigation and two members of the Wilmington Bureau of Police, began to research crime against the elderly.[6] This study classified elderly as being 60 or more years of age to coincide with age classifications of the state of Delaware for the provision of social services.

The task force, lacking computerized law enforcement agency data, and unable to collect data manually on *all* crimes against the elderly, sought other means of determining the crimes that caused the greatest concern. It consulted two studies conducted in the city of Wilmington: The Police Community Attitudinal Study (May, 1973) and the Criminal Justice Plan for 1975.

These studies revealed that street crimes (i.e., robberies, muggings, purse snatches and attempts) were the crimes that caused the greatest alarm to persons over 60 years of age. These were crimes which victimized the elderly a disproportionately higher number of times.

Police incident reports of street crimes committed during fiscal year 1975 were collected manually and studied. These reports showed that of the 421 street crimes reported, 128 (31.4%) were committed against victims 60 years of age or older. Census data, however, showed that this same age group constituted only 19.7 percent of the resident population.

The police incident reports provided the task force with information that would help an investigator answer the traditional questions of who, what, where and how. But the task force felt that the incident reports did not get at the "why" of the crime and it developed a victim survey to answer this question.

Victim Survey

Ten questions, most of them requiring a "yes" or "no" answer, were asked of the victims:

1. Do you live alone?

2. At the time of the crime, were you with an acquaintance?

3. Where were you going when the crime occurred?

4. Where were you coming from when the crime occurred?

5. Had you ever seen the criminal before?

6. Before the crime occurred, did you take any precautions to prevent it from happening?

7. Since becoming a victim of this crime, do you now take any precautions to prevent it from happening again?

8. Since turning 60 years of age, how many times have you been the victim of a similar type of crime? How many of these crimes were reported to the police?

Key Points:

■ Juvenile offenders were interviewed and some MO profiles on the crime of purse snatching were drawn up.

■ Offender interviews are necessary to understand the problem and develop tactical plans.

■ The data gathered (from police incident reports, victim surveys and offender interviews) were developed into statistical profiles that included the victim, the offender and variables related to the crimes.

7. *Ibid.*, pp. 4-5. Offender interview summary and MO profiles are taken from this source.

9. What is your date of birth?

10. Did anything happen before the crime occurred that alerted you that a crime would occur?

This victim survey was mailed to the 128 older victims of street crimes. One-hundred five surveys (82 percent) were returned with usable information.

Offender Study

The task force also interviewed juvenile offenders committing street crimes to get some insight into how offenders viewed these offense situations.

Based on these interviews, the task force prepared some MO profiles on the crime of purse snatching in Wilmington.[7]

The young offenders who were interviewed generally stated that the more experienced purse snatcher plans his theft, making himself aware of the victim's daily routine. The offenders are able to detect a woman carrying money by noticing her mode of dress and the manner in which she carries her purse.

Among those things disclosed by the offender interviews were that the offenders committed the theft for money in order to satisfy their need for drugs. A person with the reputation of being a purse snatcher was held in low regard by his peers, and once earning this reputation, the offender began working alone.

Throughout the interviews, the young offenders expressed a great deal of hostility toward the system which they claimed was not taking care of them. Their attitudes could be summarized as "You take it where you can get, when you can get it, any way you can get it."

The offenders offered the following general suggestions:

1. Don't carry pocketbooks.

2. Don't walk alone.

3. Police should be highly visible in areas of banks on social security and welfare check days.

4. Police should give elderly people rides home from the bank.

Data Analysis

Using data from the police incident reports, from the victim surveys, and from interviews with offenders, the task force created statistical profiles that included:

1. Victim: age, race, sex

Key Points:

- ■ Profile features were developed from the analysis and were subsequently built into a crime resistance program.

- ■ In the simple three-step process of the Wilmington Task Force:

    - Information was collected.

    - Profiles were developed.

    - Features were developed and put to use.

- ■ Now that we have examined the Wilmington Case Study, what ideas does it suggest that would be most useful to you in doing a crime analysis?

Instructional
Objective 4:   Name the five steps of a crime analysis.

General Directions

Pull together for the student the five steps that are necessary for any crime analysis.

2-3-4

8. Outline and development adapted from George A. Buck, *op. cit.,* p. 8.

2. Offender: age, race, sex

3. Variables:

   - Offender's residence in proximity to victims

   - Time of crime

   - Location of crime

   - Loss sustained

   - Violence/injuries sustained

An analysis of the data revealed the following profile features that were subsequently built into a crime resistance program:

1. The elderly victim is most often a female.

2. The victim is carrying a purse.

3. The victim is generally alone.

4. The victim is often attacked in her own neighborhood.

5. The crime occurs during daylight hours in the majority of incidents.

6. The offender is a male in his teens.

7. The offender targets the elderly.

Wilmington Study Summary

Very briefly, the Wilmington Task Force followed a simple three-step process:

1. Information was collected from three sources: from studies and police reports; from the victim surveys; and from offender interviews.

2. Profiles of victim and offender were analyzed; variables were determined as to the offender's residence in proximity to that of the victim, the time of the crime, the location, the loss suffered and the violence/injuries sustained.

3. Features revealed by the analysis were included in a community crime resistance program.

THE STEPS OF A CRIME ANALYSIS

Whether in Wilmington or in your own community, a crime analysis effort — if it is to be effective — must proceed through several important steps.[8]

Key Points:

- Step One, "Data Collection," gathers factual information about crimes, victims and offenders. It must include exact ages of victims and the specific crimes committed against them.

- Step Two, "Collation of Information," arranges collected data into an organized format for analysis.

- Step Three, "Analysis," examines patterns, trends and possible relationships — making some definite statements about crimes, victims, and offenders and their modus operandi.

Step One: Data Collection

Whether by using existing data collecting processes (uniform crime reports, officer field reports, etc.) or specially designed surveys or interviews, this step involves gathering factual information about crimes being committed, the victims of these crimes and the offenders.

Because it is so important, it is worth emphasizing: data collected for use in analyses of crimes against the elderly must contain the exact ages of the victims and must include specific descriptions of crimes committed against them.

Step Two: Collation of Information

This step involves bringing all the information together, categorizing or arranging the collected data into an organized format so that, through comparison and analysis, crime patterns and trends can be discerned, and relationships among crime, offender and victim can be seen.

For example, the collation of data from two studies enabled the Wilmington Task Force to ascertain that street crimes caused the greatest alarm to persons over 60 years of age, and they were crimes by which the elderly were victimized a disproportionally higher number of times. Other data collated from police reports, victim surveys and interviews with offenders provided information for an analysis of street crime.

Step Three: Analysis

This step involves the examination of the patterns, the trends and the possible relationships emerging from the data collection and collation processes, and making some definite statements, based on the information, about the crimes, the victims, and the offenders and their modus operandi.

It is during this step that facts and figures, statistics and other data, take on "meaning." Victim and offender profiles can be developed, and high-risk times, places and occasions can be projected.

The analysis of data in the Wilmington Study, collated from police reports, victim surveys and offender interviews produced definite statements. Profiles were drawn of the victim; of the offender, including his MO; and of other variables — the offender's residence in proximity to that of the victim, the time of the crime, the location, the loss sustained and the violence/injuries sustained.

Key Points:

■ Step Four, "Dissemination of Information," gets the findings to users for:

- Specific crime resistance/prevention programs

- Advice to elderly about crime risks

- Patrol and investigative procedures adjustment

■ Step Five, "Feedback and Evaluation," monitors the crime analysis process. It seeks whether or not the information is:

- Accurate

- Being put to use

- Having an impact

Instructional Objective 5:   Identify data collection and crime analysis principles and describe two types of analysis necessary when dealing with elderly victimization.

General Directions   2-3-5

Now pull the entire lesson together by letting the student know how to go about an analysis of victimization of the elderly. The information presented must, of course, be adapted when used in various home agencies. For this reason, draw out the suggestions of the students to supplement the points you will make.

Key Points:

■ Data collection and crime analysis principles include:

- Age definition of the elderly

- Age category consistency

- Who, what, where, when, how and why determination

- Crime specificity

- Total impact assessment

■ What other general principles might prove useful?

Step Four: Dissemination of Findings

This step involves getting the "meaningful findings" of the crime analysis to the persons who can use the information – the patrol officer, the roll-call sergeant, the planning unit, the crime prevention unit, etc. If the information is accurate and is rapidly supplied to potential users, they can then develop specific crime resistance/prevention programs, advise the elderly about crime risks, and adjust patrol and investigative procedures to meet these identified problems.

Step Five: Feedback and Evaluation

This final step involves a periodic monitoring of the crime analysis process. Several essential questions need to be addressed to measure the effectiveness of the process. They are:

- Is the information accurate?
- Is the information being put to use in the field?
- Is there an impact on the problem?

CRIME ANALYSIS AND THE ELDERLY

Crime analysis at the local level is necessary if law enforcement agencies are to obtain a clear picture of the scope and extent of crimes affecting the elderly in their communities.

Several data collection and crime analysis principles should be incorporated into the effort:

1. Determine at what age an individual is considered an older person.

2. Make certain there is age category consistency with other data systems to allow the comparative study of older victims as well as comparisons with younger age groups.

3. Determine the who, what, where, when, how and why of victimization of the elderly through incident analyses and victimization studies.

4. Study crime specifically enough to measure those particular crimes in which older persons are more frequently the victims.

5. Focus on the total impact of the crime on the victim's life, health and well-being – not on the criminal act alone.

At a minimum, two general kinds of analysis, incident and victimization must be performed.

Key Points:

■ Incident analysis is based on both crime and non-crime data from police reporting forms which include information on incident, victim and offender.

■ Incident analysis information can identify connections between different criminal activities, and analysis can suggest crime prevention strategies.

■ Volunteers should be considered to augment crime analysis efforts.

■ The victimization study is based on a random sample survey of people in the community to learn about:

  - Crime types and frequency, and victim information

9. Testimony of George Sunderland, Coordinator, Crime Prevention Program, NRTA-AARP in U.S. Congress, House of Representatives, *Elderly Crime Victimization (Crime Prevention Programs): Hearing Before the Subcommittee on Housing and Consumer Interests of the Select Committee on Aging* (Washington: 94th Congress, 2nd Session, March 29, 1976), p. 22.

Incident Analysis

The first type of analysis is incident analysis. Incident analysis is based on data compiled by the police department on all police services, both crime and non-crime.

Police data forms should include information on type, location and time of incident; and on age, sex, race and residence of victim (and of offender, if known). The report forms should be designed in checklist style, whenever possible, rather than the fill-in mode.

Volunteers can assist the law enforcement agency in transcribing data from dispatcher and field reports in preparation for computer analysis. The volunteers, however, must comply with confidentiality of offender records.

A study of the resulting information can sometimes identify connections between different criminal activities, and analysis can suggest crime prevention strategies; as George Sunderland points out:

> . . .The New York Police Department. . .(was) kind enough to do computer printouts for us and do cuts on victimization. I will deal very briefly with the crime of rape in New York City.
>
> For those over 65 years of age, the reported victimization was very low, specifically four-tenths of one percent. When we dropped down to 50 years of age, it was 2.2 percent. This also coincides with studies done in Seattle and other cities. But here is an important finding. We did not stop with just statistics. . .We got the reporting officer's offense report for each case of victimization in the last reporting year of New York City for women over 65 years of age. When we looked over the offense reports and details as to how the crimes were being committed. . .more than 50 percent of these crimes started out as burglaries. When a burglar got into an apartment and found an older lady living alone, it often escalated to a crime of rape. If we can regulate the crimes of burglary we can regulate the crimes of rape and homicide.[9]

Victimization Analysis

The second type of analysis necessary is the victimization study. This study is based on a random sample survey of the elderly in the community to learn about crimes and their impact, whether reported or not.

Here is a list of essential questions to uncover needed information:

1. Were you a victim of crime in the past twelve months?

The study should especially probe for the following types of crime:

- Robbery
- Purse snatching

Key Points:

- Impact on daily routine, social activities, financial situation, health and attitude toward police, and the fear level

- Reporting or non-reporting to the police

- Precautions taken

■ Interviewer might seek a detailed description of the most serious incident.

■ Process recommendations include:

- Development of simple, low-cost survey format

- Design of training in use of data

- Enlistment of help from the community for analysis purposes

■ What other types of information would prove useful?

- Pickpocket

- Assault

- Burglary

- Fraud

The study should obtain a brief description of each incident.

2. What was the impact of the incident(s) on:

    - Daily routine and social activities

    - Feelings of fear

    - Financial situation

    - Health

    - Attitude toward police

3. Was the incident reported to the police?

4. What precautions are now taken against crime?

An interviewer might also ask the elderly person for a detailed description of the most serious incident, including a description of offenders, time of incident and manner of reporting crime.

Process Recommendations

Law enforcement agencies may obtain help from other resources. Local colleges and universities might be helpful in providing survey design assistance. Community organizations might assist in conducting the survey.

A simplified, standard format is needed that can be used by localities with limited funding and expertise in conducting surveys. An initial survey might be limited in scope; for example, it might focus on a single neighborhood, or on elderly persons only.

In short, the following could be done to facilitate local crime analysis of victimization of the elderly:

1. Develop a simple, low-cost survey format.

2. Design a training/orientation process on the use of victimization data in a law enforcement agency.

3. Show the agency how to recruit volunteers to help collect and analyze data.

General Directions

Review and reinforce the main points of this lesson. Stress once again the necessity of crime analysis for effectively dealing with crime against the elderly. State again the need to adapt crime analysis methods to local agency needs and resources.

SUMMARY

Crime analysis has an important role in preventing crime, reducing its impact and aiding elderly victims of crime. It examines regularly collected information and makes its findings available to divisions within the policy agency.

Data deficiencies hinder effective crime analysis of victimization of the elderly. Frequent problems are: age is not reported, age groupings are inconsistent and crime categories are inadequate.

The Wilmington project, which researched crime against the elderly, provides an example of how data on victimization of the elderly can be collected, analyzed and put to use.

Crime analysis is summed up in a five-step process: data collection, collation of information, analysis, dissemination of analysis, and feedback and evaluation.

Crime analysis draws on three main sources of information: police incident reports, offender interviews and victimization studies. It must examine crime committed specifically against the elderly and assess the total impact of crime on the victim to give police agencies the information needed to plan effectively how to assist elderly citizens.

LESSON FOUR

LESSON FOUR
OBJECTIVE:
To examine the elderly's vulnerability to criminal fraud, the extent of their victimization, and countermeasures to reduce fraud against them.

General Directions

There is an inner logic to this lesson. First, you discuss why the elderly are susceptible to fraud and support this discussion with facts and figures that demonstrate this susceptibility. (The elderly are not particularly susceptible to all fraud, but they are highly susceptible to certain types. Consult the next lesson for these types of fraud.) Second, you assess the impact on the elderly victim. Third, you list countermeasures to reduce fraud against the elderly.

Build up a store of your own facts and cases of frauds against the elderly, and draw upon the experience of the students.

Instructional
Objective 1:
To analyze reasons for and extent of elderly fraud victimization.

General Directions

Present the reasons why old persons fall victim to fraudulent schemes. Ask the students to contribute examples. Then use supporting facts to illustrate this susceptibility.

2-4-1
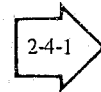
Key Points:

■ A variety of situations that often accompany the aging process increase the vulnerability of the elderly to fraud:

- Loneliness

- Grief

- Depression

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1. Robert N. Butler, *Why Survive? Being Old In America* (New York: Harper and Row, 1975), p. 314f. and "Why Are Older Consumers So Susceptible?" *Geriatrics* (December, 1968), pp. 85-88.

Lesson Four
ELDERLY FRAUD VICTIMS

INTRODUCTION

Why are the elderly susceptible to fraud and to con artists? In what ways can law enforcement officers help the elderly protect themselves from frauds and swindles? These are two of the questions to be examined in this lesson.

This lesson will cover three areas:

1. Elderly Susceptibility — showing why they are easily victimized by con artists, and how extensively they are victimized by frauds and swindles.

2. Impact of Fraud — discussing the personal trauma suffered by the elderly victim of criminal fraud.

3. Countermeasures — detailing strategies that law enforcement officers can employ to combat fraudulent schemes.

ELDERLY SUSCEPTIBILITY

Elderly persons are often the victims of con artists. Con artists frequently single out the elderly as prime targets. Why? Because the elderly are more vulnerable than other segments of the population to this type of criminal activity.

Increased Vulnerability

Because of a variety of situations that often accompany the aging process, the vulnerability of the elderly to criminal fraud is increased.[1] The seven most common situations are listed and briefly described below. Any one or more of these situations in the lives of the elderly influences their susceptibility to fraudulent schemes.

- One, loneliness. Elderly persons, if they are lonely, often feel useless and outside the mainstream of life. They are vulnerable to friendly sounding con artists.

- Two, grief. Grief may cause an elderly person to seek renewal of hope. For example, a widow who has recently lost her spouse may seek a substitute for the one lost. The elderly person may find the renewal of hope in the voice of the con artist.

- Three, depression. Depression, which often involves feelings of guilt and self-worthlessness, is frequently replaced by frantic efforts toward image-rebuilding. These frantic efforts can lead a person to spend money foolishly and uselessly.

Key Points:

- Audio-visual impairments

- Illness and pain

- Hedonism

- Non-acceptance of aging

■ The elderly person who lives alone is often the target of the con artist.

■ Con artists prey even on the poor.

■ Elderly women especially are often the victims of fraud. They are the ones — in somewhat reduced circumstances — who have money in the bank.

2. *Ibid.*, "Why Are Older Consumers So Susceptible?" *loc. cit.*, p. 84.

3. Mary Carey and George Sherman, *A Compendium of Bunk, or How to Spot a Con Artist* (Springfield, Ill.: Charles C. Thomas, 1976), p. 16.

4. Robert N. Butler, *Why Survive? loc. cit.*

- Four, audio-visual impairments. An elderly person, who cannot easily read small print or who has difficulty hearing oral explanations, may be too embarassed to ask for clarification.

- Five, illness and pain. The elderly who are ill or in pain may turn hopefully to any promises of cures for relief. Faced with the imminent possibility of death, they may launch frantic searches for help. They may persist in the wishful thinking of personal invulnerability to fraud that makes them ready to believe something without sufficient evidence.

- Six, hedonism. Fear that time and opportunity are running out may lead older persons to take chances and to make unwise investments.

- Seven, non-acceptance of aging. Distaste for aging may leave older persons vulnerable to such purchases as wrinkle removers and medicaments to remove aging spots.

As a result, the elderly person who lives alone is often the target of the con artist. The con artist, for example, will talk with the older person or will have a cup of tea while carrying out his scheme. The elderly, in their desire for communication, are victimized in a manner sometimes more exploitative than illegal. Fraud practitioners are not respecters of persons. They will prey even on the poor, who may be ill-informed and willing to gamble because they have so little and desire more.[2] Con artists victimize older people and retirees on fixed incomes, frequently depriving them of life savings.

Elderly women are often the victims of fraud, especially the pigeon drop. Authors Carey and Sherman note the following:

> Elderly women in somewhat reduced circumstances are the ones who do have money — real money — in the bank. They are not paying off debts incurred for new furniture or new cars. They usually have some small inheritance from a deceased spouse. They are fearful of illness and they are fearful of being a burden on their children. They want a little something put by, and they will scrimp and save to get it. They need the security. And, after years of scrimping and saving and planning, and budgeting, they can be intoxicated at the thought of a sudden windfall. If they possess even the tiniest iota of greed, it can be excited so that they forget, for the moment, the habits of a lifetime.[3]

Extent of Fraud Against the Elderly

Not all elderly persons are victims of swindles. Nevertheless, a small number seem to be highly susceptible,[4] as these statistics illustrate:

Key Points

■ Pigeon Drop victims in California show these characteristics:

- Senior Victims: 90%

- Average Age: 70

- Average loss: $2,000

- State-wide losses: about one-half million dollars per year

- Reporting: one out of five

- Con artists: usually not apprehended

- Lost funds: usually not returned

■ Almost twice as much money is lost by elderly persons in California through the bank examiner and pigeon drop schemes as by banks through robberies.

■ Elderly pigeon drop victims lose more than younger persons.

■ Estimated 1973 loss for medical frauds is $10 billion.

5. California Department of Justice, Office of the Attorney General, *Senior Crime Preventer's Bulletin*, I, 1 (May, 1973).

6. Evelle J. Younger, "The California Experience: Prevention of Criminal Victimization of the Elderly," *The Police Chief,* XLII, 2 (February, 1976), p. 30.

7. U.S. Congress, House of Representatives, *Confidence Games Against the Elderly: Hearing Before the Subcommittee on Federal, State, and Community Services of the Select Committee on Aging* (New York, January 13, 1976), p. 21. Testimony cited is that of John Murphy, Acting Commanding Officer, Pickpocket and Confidence Squad, New York City Police Department.

8. Evelle J. Younger, *loc. cit.*

9. Robert N. Butler, *loc. cit.*, p. 309f.

- The California Crime Prevention Division gives these indications of the extent of victimization by means of the pigeon drop (see below, Lesson Five):
  - Seniors are the victims in 90 percent of the cases estimated to be perpetrated against persons in California. Average age of victim is 70 years.
  - Average loss is about $2,000.
  - Losses state-wide are reported at about one-half million dollars per year.
  - Police estimate five cases occur for every one reported.
  - Most con artists are not apprehended and return of the funds lost is not often accomplished because the con men work swiftly in an area and move on.[5]
- The Los Angeles Police Department reported, in one six-month period, almost twice as much money lost by elderly persons through the bank examiner and pigeon drop con games as by banks through robberies.[6]
- Another example of the extent of victimization of the elderly is evident from the following testimony:

  "Before I came over today, I took 29 con games that had been reported. I didn't handpick them to make them look good. I took them in order.

  "The game I picked is the most common of all, the 'pocketbook drop.' Out of the 25 cases I took, 15 of the victims were over 55, if you want to count that as a senior citizen threshold. Five of those people out of the 15 were in their seventies, one was in her eighties. Out of the 25 cases, 10 of them were people under 55. I totaled the amount of money stolen. For the 15 people over 55, the amount of money came out to $89,000. For the 10 people under 55, the amount of money came out to $7,700.

  "You see what I am getting at? When the younger people get taken, they lose a few hundred, a thousand, sometimes four or five, but the older people will give up just about every cent they have in the bank. They get wiped out."[7]

- The loss during fiscal year 1973 for medical frauds has been estimated to be $10 billion, the majority of losers being elderly persons:

  "Seniors are the victims in approximately seven in every ten cases of medical quackery fraud coming to the attention of the criminal justice system."[8]

  "For every dollar spent on research on arthritis as much as $25 is spent on fraudulent nostrums. This is an annual waste of $400 million."[9]

Instructional
Objective 2:   To examine the impact of fraud on the elderly victim.

General Directions

You have already covered susceptibility. You have presented facts and figures. Now stress the trauma of fraud on the older victim. The impact tells more about the seriousness of this crime than statistics or other data. Use any examples you personally know and seek input from the students in demonstrating this important point.

Key Points:

■ An actual case shows the elderly fraud victim who loses an entire life's savings often is reduced to a subsequent life of isolation, poverty and loneliness.

■ The older victim may also:

- Suffer extreme fear, embarrassment and shame

- Be reluctant to cooperate in apprehending the con artist

10. Testimony of John Murphy in U.S. Congress, *loc. cit.*, p. 14.

11. *Ibid.*, p. 22.

IMPACT OF FRAUD

The Trauma of Fraud

An elderly person who loses an entire life's savings experiences severe trauma. This trauma at times leads to isolation and an existence in desperate poverty and loneliness.

The following testimony reveals something of the personal tragedy and trauma that can afflict an elderly victim of fraud:

> "If you want to see a horror story, when we get a victim down at the office, a victim in her seventies, she comes in and she will sit there. First of all, she has tremendous shame that she was conned. It is almost like a crime of rape. She will sit down and start telling the story and she is embarrassed and shaken. When you realize they just lost their life savings or that crutch that helps them stave off poverty; when you see the realization hitting them that they are going to have to move; the few extra measures they are getting they are going to lose; they have nothing to leave to their grandchildren; things like that — you can see a dead person in front of you, as brutal as it sounds.

> "We had a woman last week who lost like $33,000. That is a lot of money but she is not a wealthy woman. Her life savings, insurance payments when her husband died, things like that. She sat there and we had to shake her by the shoulders to question her. She stared into nothing. I asked her if she had somebody to go home to that night, somebody we could call. I was afraid that this poor woman was going out of a window. She did not, but I was afraid she would get sick. I think they die more quickly when they've lost their pride."[10]

Moreover, an elderly victim of a fraudulent scheme may then suffer from extreme fear, embarrassment and shame, as the testimony suggests:

> "Once the victim loses her savings, she is very embarrassed and ashamed to come forward. Also, at her age, she worries that possibly her family will think that she is becoming senile and cannot make it on her own and cannot take care of herself. A lot of women feel that way and it affects them that way also. They are afraid their family is going to find out what has happened. This one particular lady we have here with us today is very upset about it. She lost $2,000 and that just about wiped her out completely. She was not about to let her family know about it for fear of what I just said, that possibly they might think that she is becoming senile."[11]

An additional side effect of the trauma suffered by the elderly victim of a fraud is the victim's reluctance to cooperate with authorities in their efforts to apprehend the con artist.

Key Points:

      - Blame his own greed or stupidity

Instructional   To list countermeasures to reduce fraud against the elderly.
Objective 3:

General Directions

    Having assessed susceptibility, extent and impact, you now address what can be done. The three basic strategies are cooperation, education and sensitivity. Seek participation by the students in designing approaches to reduce fraud against the elderly.
    Introduce the students to the basic vocabulary used by officers who assist fraud victims. [Terms marked with an asterisk (*) are taken from Webster's New Collegiate Dictionary.]
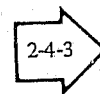
Key Points:

    ■ Cooperation can reduce fraud.

      - Banks:

          Exhibit signs.

          Challenge unusual, large cash withdrawals by elderly.

2-4-3

12. *Ibid.*, p. 2.

13. *The Challenge of Crime in A Free Society*, A Report by the President's Commission on Law Enforcement and Administration of Justice (Washington: Government Printing Office, 1967), p. 21f.

Statistics provided by the New York City Police Department show that of an estimated 5,000 fraud complaints filed — resulting in over $5 million in losses — only 973 victims fully cooperated with the police.[12]

Another study showed a similar reluctance of the victim of fraud to report the crime. The National Opinion Research Center of the University of Chicago surveyed 10,000 households, asking whether the person questioned, or any member of the household, had been a victim during the past year, whether the crime had been reported and, if not, the reasons for not reporting. The failure to report was highest for consumer fraud where 90 percent of the crimes were not reported. This means that 9 out of 10 victims did not report the crime to the police.[13]

The elderly victim of fraud may feel that his own greed or stupidity caused the incident. He will be embarrassed to report losses, which he will often not disclose even when he does cooperate. As a result, the con artist remains free to victimize other elderly persons.

COUNTERMEASURES

What can be done by law enforcement officers to combat criminal fraud against the elderly? Three general strategies can be followed to reduce victimization of the elderly and its impact. The first involves cooperation with other private and public institutions; the second involves education — of the elderly and of law enforcement officers; and the third strategy involves a sensitivity on the part of the law enforcement officer to the fraud problem and its victims.

Cooperation

Cooperation with community institutions, with other law enforcement agencies and the judicial system will help reduce fraud. This cooperation should include at least the following:

● One, banks. Law enforcement officials can work with bank officials to get them to challenge unusual, large cash withdrawals by older persons.

The Falls Church, Virginia, Police Department and banks in its jurisdiction have worked out the following 4-point program:

1. Two or three signs exhibited on the counters of each bank warn older persons about frauds involving cash withdrawals. This action resulted from a meeting held with local branch managers of each bank in the Falls Church jurisdiction.

2. Anyone over 50, who does not regularly withdraw large sums from the bank, is not permitted to do so without first discussing the matter with the bank manager.

Key Points:

       Report suspicious activity.

       Review procedures often.

- Inter-agency bunco squads: make photo viewing easier.

- Judicial System: maintain sustained cooperation.

- Media: reach potential victims.

■ Education can also help reduce fraud incidents

- Elderly persons can be taught to reduce the risks of being conned.

14. Interview with Lt. Stanley A. Johnson and Lt. G. C. Sasser, Falls Church, Virginia, Police Department.

15. Theodore Farace and Andrew Camera, "Confidence Games," *The Police Chief* (January, 1975), p. 39.

16. *Ibid.*

The manager tries to dissuade the person from withdrawing a large cash sum. He points to the sign and warns the person to be sure that the transaction is not part of such a scheme.

3. The bank calls the police whenever suspicious activity comes to its attention. The police send plainclothes men to investigate.

4. Procedures for handling large cash withdrawals by the elderly are part of a weekly in-service training for bank tellers. This topic is discussed when police make weekly bank checks.[14]

- Two, inter-agency fraud/bunco squads. Many law enforcement agencies have centralized squads, sometimes making it necessary for victims to travel long distances to view photos. Since photo identification is a major factor in the arrest of suspects, photo viewing by victims should be made as convenient as possible.[15]

- Three, judicial system. Sustained cooperation must be maintained.

- Four, media. Potential victims can be reached through the news media. Local newspapers can publish accounts of confidence swindles in efforts to inform the public.[16]

Education

Education of the elderly can also help reduce fraud incidents. Elderly persons can be taught to reduce the risks of being conned or swindled by learning and practicing the following tips:

- Be suspicious of unusual sales, contributions, and gifts.
- Don't be rushed into business deals.
- Don't reveal financial affairs, marital status, or banking practices indiscriminately.
- Be careful about prepaying for products or services offered by traveling sales teams.
- *Never* withdraw large sums of money at the urging of strangers.
- Check out any group soliciting funds before contributing.
- Never show anyone your money, nor allow others to hold or count it.
- Don't give a list of your friends to solicitors.
- Make use of the law permitting a three-day "cooling off" period to cancel contracts on goods sold in the home.
- Observe any suspects closely and try to remember an accurate description - physical features, clothes, and other such things. Get a copy of their literature. Remember their exact "pitch."

Key Points:

- Law enforcement officers should be familiar with words and terms often used in this field.

17. Extracted from "Bunko," Pennsylvania State Police, Bureau of Community Services.

18. National Retired Teachers Association - American Association of Retired Persons, *Crime Prevention Program* (Washington, 1972), pp. 46-48.

- Attempt to observe the suspect's car. Remember its color, make, and license number, including the state, if possible. Write this information down immediately.
- Do not make a hasty decision:
    1. Ask the suspect to return at a specific time and date.
    2. Call the nearest police facility immediately.
    3. Be prepared to testify, if necessary.[17]

Law enforcement officers, too, can educate themselves on fraudulent practices and swindling schemes. The law enforcement officer should be familiar with words and terms often used in this field. The following terms, and their definitions,[18] constitute a basic vocabulary for law enforcement officers who assist the elderly in combatting fraudulent crimes and activities: [Asterisks indicate definitions from Webster's New Collegiate Dictionary]

- *Bait and Switch*

    A method of operation wherein a person is attracted by a particularly attractive bargain or "bait" and then switched to another item.

- *Bilk**

    To cheat out of what is due.

- *Bunco**

    Sometimes spelled "Bunko." A swindling game or scheme. (Perhaps derived from the Spanish BANCA, meaning "a bank.")

- *Cognovit*

    An acknowledgment or confession by a defendant that the plaintiff's cause is just. See Confession Judgment.

- *Confession Judgment Note*

    A common provision of an installment contract wherein the purchaser signs away his rights to any court defense. In other words, if you do not make the payments, or in any other way do not abide by the provisions of the contract, the holder of the contract can easily secure a judgment in court.

- *Defalcation**

    Embezzlement.

- *Defraud**

    To deprive of something by deception or fraud.

- *Embezzle**

    To appropriate fraudulently for one's own use.

- *Fake**

     Counterfeit/A worthless imitation passed off as genuine.

- *Flim Flam**

     Deception or fraud.

- *Franchise**

     The right to be and exercise the powers of a corporation.

- *Fraud**

     Deceit or trickery. The intentional perversion of truth in order to induce another to part with something of value.

- *Grifter**

     A person who obtains money by swindling or cheating.

- *Holder in Due Course*

     A third party, such as a bank or finance company, that has purchased a note or contract from the seller or supplier. Under new regulations the bank or finance company can be held responsible for all claims which the consumer would bring against the seller.

- *Nailed to the Floor*

     A sales technique whereby a particularly attractive item of merchandise is displayed or advertised, but which cannot be sold. It merely serves to entice the buyer into the marketplace.

- *Par Selling*

     A sales practice wherein the salesman is allowed to keep a certain percentage above a certain (par) price.

- *Peculation**

     Embezzlement.

- *Pitchman*

     Sometimes used to describe a person who hawks wares, quite often used in an unsavory sense.

- *Puffing*

     A sales technique wherein exaggerated claims are made for the item that is for sale.

- *Quack**

     A pretender to medical skill. A charlatan.

Key Points:

■ Law enforcement officers must deal sensitively with elderly victims of fraud.

General Directions

Summarize these points which you have discussed in this lesson: susceptibility, extent, impact and countermeasures. Be sure the students understand their applicability to the elderly before treating the specific bunco schemes against the elderly in the next lesson.

19. Interview with Det. Sgt. R. A. Eldridge, *The Washington Post*, August 24, 1976.

- *Referral Selling*

    A plan whe 'n the buyer is told he can earn commissions by referring other persons to the seller and thereby get the item free.

- *Shill**

    One who acts as a decoy, as for a pitchman or gambler.

Sensitivity

Victims of fraud schemes and swindles will react differently than victims of other crimes. This is true of the general population, and particularly true of elderly victims of fraud.

Law enforcement officers who deal with elderly victims of fraud can take to heart the words of a veteran of 18 years on the fraud beat:

> To work as a con cop you've got to be religious. . . you've got to judge each case separately and realize that whether it is a beggar or a banker that has been victimized, it is the most important and embarrassing problem for that person. You can never make fun of them. No, never. Regardless of who you are, there is a con scheme for you.[19]

SUMMARY

Elderly persons are often the victims of con artists because of influences that occur as a part of aging: loneliness, grief, depression, audio-visual impairments, illness and pain, hedonism, and fear of aging.

Older persons who live alone are often the victims of con artists. Fraud practitioners prey upon both the elderly rich and the elderly poor.

Elderly victims of fraud at times are reduced to lives of poverty and loneliness. They experience shame, and fear the ridicule of other persons — factors important in low reporting of this crime.

Strategies to reduce fraud incidence and impact include law enforcement agency cooperation with community institutions, and the judicial system, and fraud/bunco squads of other jurisdictions. Another strategy is education, both for elderly and for police. The elderly should be taught measures for spotting fraud and for initiating action once it is in process. Police should expand their knowledge of fraud.

Finally, law enforcement officers must display sensitivity in dealing with fraud victims.

LESSON FIVE

LESSON FIVE   To examine the methods of the con artist, some common bunco schemes
OBJECTIVE: against the elderly, and signs indicating that a fraud is in progress.

General Directions

The following guidelines may assist you in teaching the three main parts of this lesson:

1. Examine the ingenious ways of the con artist in the first part of the lesson to help the students realize that anyone — no matter how well educated and knowledgeable — can be conned. The students may think that fraudulent schemes work only on the gullible and could certainly never happen to them. Eliminating this myth is essential if they are to take seriously the need to protect and to assist the elderly.

2. Delineate in the second part the principal schemes against the elderly. A brief presentation may be more effective and credible if the students view and discuss a film.

3. Having examined the methods and schemes of the con artist, summarize in the third part some clues for recognizing a fraud in progress. These clues will enable the students to help potential victims protect themselves.

Instructional   To examine methods the con artist uses to select his victims.   2-5-1
Objective 1:
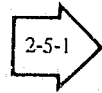
General Directions

Discuss the methods of the con artist. Get the students to participate in the discussion. Make sure the students realize that anyone can be a victim. Supplement the text with your own examples.

Key Points:

■ Con artists are astute students of human behavior.

■ Even the well educated and knowledgeable can become victims of fraud.

1. Mary Carey and George Sherman, *A Compendium of Bunk, Or How To Spot A Con Artist* (Springfield, Ill.: Charles C. Thomas, 1976), p. 8.

Lesson Five
BUNCO FRAUDS AGAINST THE ELDERLY

INTRODUCTION

Anyone can be a victim of a fraud. Con artists are known to be ingenious and astute. They do not hesitate to victimize the poor and the elderly.

In this lesson we will look at the ways a con artist selects his potential victims.

We will also examine in some detail the most common bunco frauds perpetrated against the elderly.

Finally, we will list some of the signs or clues that can alert a potential victim that a fraud attempt is in progress.

THE CON ARTIST: HOW VICTIMS ARE SELECTED

The Con Artist: A Profile

Successful con artists are astute students of human behavior. They are experts in the applied knowledge of how to manipulate people to go along with their schemes. They exploit the desires, ambitions and weaknesses of their victims.

Experienced bunco detectives admit having a certain respect for the con artist. Con artists are clever. They are convincing and ingenious. They are often charming. They would be rich and free according to some law enforcement officers, if they put the same amount of work and care into a legitimate enterprise.

We cannot describe what the con artist looks like. We can only describe how he operates.

> "What is the secret of the con man? Why does he do it the crooked way, when straight is only sensible? Because he has a twist. He has to think that he can fool the ordinary, run-of-the-mill John Doe. He has to think he's smarter."[1]

Potential Victims

The elderly are not the only victims of con artists. Younger persons, too — even the well educated and knowledgeable — can become victims of fraud. Three examples will illustrate the fact:

- Wall Street bankers and investment counselors were bilked in the $200 million Oklahoma Homestake Oil Company swindle.

Key Points:

■ Some schemes are very well designed. Some are not really illegal.

■ The con artist uses a variety of methods to select potential victims.

2. "How To Spot A Con Artist," National Retired Teachers Association - American Association of Retired Persons.

3. "Bunko," Pennsylvania State Police, Bureau of Community Services.

- Five bank presidents — all fired because of unwise investments — were drawn into the $40 million Washington - New York wine swindle.
- A businessman looking for diversification received only a wad of paper worth five dollars when he invested in a $35,000 computer dating franchise.

Some fraudulent schemes are so well designed that it takes thoughtful inquiry to uncover them. Others are not really illegal, making successful prosecution next to impossible:

- A door-to-door salesman sold a victim a set of thirty-five year old encyclopedias for $450. The victim did not scrutinize the sales contract. The salesman did exactly what the contract stated he would do.
- A speculator bought acreage in the Southwest for $700 per acre. He advertised these sunny lots in Eastern newspapers for $5,500 over cost. He truthfully stated what a client would be buying. Has he violated the law?[2]

Victim Selection: Modi Operandi

The con artist uses a variety of methods to select potential victims. Some selection methods are:

- Random, person-to-person contacts.
- Indiscriminate, house-to-house canvassing.
- "Resident" mail.
- Random mailing list acquired from another group.
- A "soft touch" mailing list acquired from a legitimate charitable or religious organization.
- Offering prizes to people to induce them to suggest names of their friends who might be interested in the "product."
- Subtle probing by bunco artist of local people in order to elicit names of likely subjects for swindle.
- Names from newspaper articles - "I see by the paper that you are interested in. . ."
- Visual inspection of neighborhoods by roof repair, driveway repair, or home repair defrauders - looking for likely prospects.
- Checking phone books for people having unusual biblical first names. Such names are characteristic of older people.
- Females listed in phone books or on mail boxes - indicating that they may live alone.[3]

In short, the con artist is astute and clever. He can find victims for his fraudulent schemes among any segment of the population. There are a number of fairly common methods a con artist employs to select his victims.

Instructional
Objective 2:   To delineate common bunco schemes against the elderly.

General Directions

If you can obtain a film on fraudulent schemes, give a brief presentation, show the film and lead a discussion:

1. *Suggested films*
   - "The Bunco Boys - And How To Beat Them." This 21 minute film features three bunco "cons" - the Bank Examiner, the Pigeon Drop and the Charity Switch.
        Motorola Teleprograms, Inc.
        4825 North Scott Street
        Schiller Park, Illinois 60176

         2-5-2

   - "On-Guard - Bunco!" This 26 minute film features four bunco "cons" — the Bank Examiner, the Sales Contract, Home Repair, and the Pigeon Drop.
        Aims Instructional Media Service, Inc.
        626 Justin Avenue
        Glendale, California 91201
2. *Discussion hints*
   - How the con artists execute each fraud (the mode of operation).
   - How they prey on the victim's
       - Gullibility
       - Goodness
       - Greed.
   - How they
       - Get victim's confidence and enlist sympathy
       - Employ hurry-up techniques
       - Use secrecy
       - Inflate victim's ego
       - Offer something for nothing.
   - How victims react when aware they have been conned.
   - How police react to fraud victims.

Key Points:

■ The bank examiner scheme usually is performed by a three-person team.

■ The pigeon drop scheme usually targets women — often elderly women.

4. Charles H. Schafer, "Bunco: Swindling the Older American in Confidence Games," An unpublished study (Washington: National Retired Teachers Association - American Association of Retired Persons, January 12, 1976).

5. Mary Carey and George Sherman, *loc. cit.*, p. 25.

6. *Ibid.*, p. 16.

COMMON BUNCO FRAUDS AGAINST THE ELDERLY

Bunco is a general term covering a variety of fraudulent, deceptive and theft-by-trickery crimes. Bunco schemes are extensive — estimated to be over 800 varieties.[4]

Among these many variations of bunco fraud, eight fraudulent schemes stand out. According to experienced law enforcement officers, the elderly person is frequently a prime target for any one of these bunco frauds.

Bank Examiner. The bank examiner scheme usually is performed by a three-person team. The typical scheme is:

- The team pinpoints bank locations on a map within a certain target area. They go through the telephone directory to underline listings of women's names.[5] They single out a victim, usually a woman, who lives alone and is not likely to discuss the scheme with someone else.

- The first team member makes an initial telephone call, verifies the identity of the victim's bank, and informs her that a bank official will be calling shortly.

- The second con artist — impersonating a bank official — telephones to obtain the victim's correct bank balance, to advise her that a number of bank accounts have some suspicious withdrawals, and to persuade her to withdraw money to help trap a suspected dishonest employee.

- The third member of the con team serves as bag man who, displaying forged credentials, collects the money withdrawn from the bank by the victim.

- The con artists prey on the victim's civic pride and duty, and personal stake since her own money is in the bank.

Pigeon Drop. The pigeon drop scheme, like the bank examiner fraud, usually targets women — often elderly women — as prime victims. The typical pigeon drop scheme operates as follows:

- A pigeon drop team usually consists of a Caucasian and a member of some other ethnic group.[6]

- An elderly person is approached by one member of the con team. As they talk, the second member of the team plants a package of money and then joins the conversation by inquiring whether or not it belongs to either of them.

- A note is pulled from the package of money and shown to the intended victim. The note induces the victim to think that the money has been gained by illicit means — or will be used for illicit purposes — and that the finders should keep the money.

Key Points:

■ Elderly homeowners are frequently victims of a variety of home improvement schemes.

■ The building inspector scheme often victimizes elderly home owners by placing them in a frightening situation.

7. *Ibid.*, pp. 39-40.

8. National Retired Teachers Association - American Association of Retired Persons (NRTA-AARP), *Crime Prevention Program* (Washington, 1972) p. 42.

- The con artist holding the money offers to consult his "boss" or "lawyer" to ask what to do with the money. He reports back that the three can split the money. However, they will have to withdraw money from the bank to show good faith and to prove that they will not spend the money found until the "boss" has worked out some legal procedures.

- The accomplice, pretending not to know the finder, produces money and urges the victim to do the same. The victim withdraws savings and shows the money to the con artists. They place it in an envelope, and in a fast switch, give the victim one stuffed with nothing but paper.

Home Repair Fraud. The elderly homeowner is frequently victimized by home improvement or home repair frauds. These take many forms. A typical home repair swindle operates as follows:[7]

- "Workmen" approach an elderly homeowner. They point out a home repair need.

- They confide to the homeowner that they have just finished a job nearby, have material left over, and can do the repair for only a fraction of the actual cost, since the material was already paid for.

- Their line may go something like: "We don't have to return that oil. We can fix your roof, make a couple extra dollars for ourselves, and save you some money."

- The homeowner allows the workmen to do the job. By allowing them to use materials someone else paid for, he may feel compromised.

- The homeowner pays the workmen; but the material used is inferior and deteriorates very soon afterward.

The Building Inspector. The inspector scheme also victimizes home owners, often elderly persons. The typical building inspector or home inspector scheme operates as follows:

- A con artist poses and appears at the door as an "inspector" — unknown, unsummoned, and displaying false credentials. He informs the homeowner that he is making a routine inspection and gains entrance to the home.

- After his inspection, he declares that the house is unsafe, placing the homeowner in an extremely frightening or uncomfortable situation. For example, he may tell the homeowner that the water must be turned off immediately because the hot water heater is unsafe.

- The "inspector" knows someone (a plumber, for example) who can do the repair. The "repair" is arranged and performed at an exorbitant fee.[8]

Key Points:

- Sales frauds find the elderly particularly vulnerable.

- Medical quackery victimizes elderly persons.

- "Work At Home" frauds victimize elderly persons who often are seeking to supplement reduced and fixed incomes.

- Mail frauds frequently victimize elderly and lonely persons.

Instructional   To describe signs for recognizing a fraud in progress.
Objective 3:

General Directions

Delineate for the students how a fraud can be detected. Emphasize the usefulness of the aids you will present as means of educating potential victims.

Key Points:

- Con artists often prey on the victim's charity or the victim's greed.

- Two of the most common tell-tale signs are "hurry-up" transactions and requests to withdraw savings or to exhibit cash or other valuables.

- The recognition of clues may help a potential victim defeat the con artist.

2-5-3 ⟩

9. Mary Carey and George Sherman *loc. cit.*, pp. 14S).

10. "On Guard: Special Consumer Protection Topics For Senior Citizens," Crime Prevention Unit, Office of the California Attorney General: Evelle J. Younger.

11. NRTA-AARP, *loc. cit.*, p. 37.

12. "Mail Fraud Laws Protecting: Consumers, Investors, Businessmen, Patients, Students," U.S. Postal Service.

13. For additional treatment of fraud schemes against the elderly, see Mary Ellen Artnak, "The Confidence Man, His Game and the Victim," An unpublished research paper (Quantico, Va.: FBI Academy, Learning Resource Center, December, 1974).

Sales Frauds. Some sales frauds find the elderly population particularly vulnerable and susceptible to their fraudulent approach. A typical sales fraud operates as follows:[9]

- The "salesman" begins with this statement, "Mrs. Anderson, I know you already have a hearing aid, but I get ten dollars from my company for every demonstration I give. Won't you let me show our product to you?"

- The "company" may have bestowed on the salesman the title of hearing aid audiologist,[10] and may conduct some form of hearing test as part of the demonstration.

- In one case, the salesman had an elderly woman in her eighties sign a piece of paper, which he pretended was a statement from her that he had performed the demonstration. In reality, he had her sign a contract for a $175 hearing aid which she did not need.

Medical Quakery. The elderly are frequently victims of fraudulent medical or quick-cure schemes. Fake laboratory tests, miracle cures, and offers of free medical diagnosis often trap the elderly into expensive, long-term, and useless treatments.

"Work At Home" Frauds. One newspaper ad drew more than 200,000 applicants in response to a fraudulent offer. Applicants, in order to qualify, had to send a small registration fee and perform a sewing task to demonstrate skill. No one qualified and no money was returned.[11]

Mail Frauds. The U.S. Postal service categorizes the wide variety of mail frauds as: consumer frauds, business opportunity frauds, medical frauds, self-improvement frauds.[12] Mail frauds often victimize elderly and lonely persons who may value and read carefully a piece of mail which a younger person would discard as junk mail.[13]

KEY SIGNS OF FRAUD

The con artist often preys upon two qualities in the victim — the victim's charity or the victim's greed. The victim's charity is engaged, for example, when a salesman confides that he will get ten dollars each time that the demonstration is done. The victim's greed is engaged when the con artist offers something for nothing.

Two of the most common tell-tale signs of bunco schemes in progress are the following:

1. "Hurry-up" transactions in which the person requires immediate payment or prepayment for a product or service.

2. Requests that the victim withdraw savings, or exhibit cash or other valuables.

These are other "systems" or signs that a fraudulent scheme may be happening. Knowing these signs may help a potential victim, whether elderly or not, defeat the con artist. Among the signs are the following:

General Directions

Summarize the main features of this lesson. Be sure to include any new points that may have arisen during class discussion.

14. From "Bunko," *loc. cit.*

- Free or spectacular offers.
- "Hot" or stolen goods.
- Leftover material from a nearby job - offered cheap.
- "We have carefully selected you as a showcase for our product or service."
- Requirements for downpayment or prepayment.
- "Hurry up deals" with no time to check authenticity.
- Requirement to sign a contract as a "mere formality."
- "New company selling at sacrifice prices in order to establish our product."
- "Pay for material now and for labor costs upon completion of the job."
- "I'm actually cheating my company - so don't check on this or we will both be out."
- *Any* request that money be withdrawn from a bank account or exhibited to show confidence.
- Phone calls from bank, police, or government "officials" inquiring about personal financial status.
- Requests from police or government "officials" for cooperation by withdrawing or producing money.
- Requests for contributions from a group having a name *almost* - but not quite - identical to a well-known group or organization.
- Any offer by a stranger to "share" something.
- Offer to "bless" money or to make it multiply magically.
- Dishonest Fortune Tellers or Seance Practitioners.
- "Survey Teams" operating by phone or in person, seeking salary, age, marital status, and other such information.[14]

SUMMARY

Con artists are astute students of human behavior. They are clever, convincing, and ingenious. They victimize even the well-educated, intelligent, and knowledgeable. Their schemes are often so well designed — at times even legal — that successful prosecution is very difficult. The con artist uses a variety of approaches — often in combination — to select the victims for his scheme.

A variety of bunco schemes are commonly directed against elderly persons. Among these schemes are the bank examiner, the pigeon drop, home repair schemes, the home inspector fraud, sales fraud, medical quackery, work at home, and mail frauds.

The con artists often prey on the opposing qualities of charity and greed in the victim.

Bunco schemes commonly consist of "hurry-up" transactions requiring immediate payment or prepayment, and requests for withdrawing or exhibiting cash or other valuables.

A variety of words, phrases and approaches used by con artists can tip off a potential victim to the possibility that a fraud attempt is in progress.

MODULE THREE

THE PROCESS OF AGING

> ## MODULE THREE OBJECTIVE:
>
> To tell how sensory perception, physiological, and psychological changes that often accompany the process of aging can affect law enforcement work with older persons.

LESSON ONE

LESSON ONE   To suggest practical ways to deal with sensory perception difficulties that
OBJECTIVE: often accompany aging.

General Directions

The sensory perceptions, when considered as part of the aging process, are presented in three steps:

1. The student is first given information on common sensory perception changes related to aging. There are many new terms which require quick comprehension.
2. Signs of behavior difficulties found in older adults are indicated. These indications are supplemented by short tests to assist the students in discriminating the extent of problems an older person may be experiencing.
3. Compensatory techniques are recommended. Compensatory techniques are the practical procedures the student can use to deal most effectively with older persons.

This lesson is lengthy and detailed. You may want to re-read it several times. It is not necessary to memorize the information, but it is critical material. Avoid presenting too many ideas in a short period of time.

Whenever mentioned in the text, problems characteristic of older adults should be particularly stressed and carefully explained. Discuss how these problems affect the relationship of law enforcement with older persons.

Encourage students in a non-accusatory manner to recognize the vision changes accompanying aging. Assist them in understanding how to apply the appropriate compensatory techniques. Summarize each section before going on to the next instructional objective.

The material presented here is not all-inclusive. As you become more familiar with the process of aging and the nature of older persons, you will want to add your own insights and experience.

1. United States Department of Health Education and Welfare, *Working With Older People - A Guide to Practice. Vol. II: Biological, Psychological, and Sociological Aspects of Aging,* U.S. Public Health Service, PHS Publication No. 1459, 1970, p. 26.

Lesson One
SENSORY PERCEPTIONS

INTRODUCTION

If you live long enough to become old, you will discover that your body will begin to fail you. Perhaps it will be your eyesight, your hearing, or one or more of your other senses. Actual changes will differ from person to person. But your body will change. It is part of the process of aging.

Every person relies on sensory perceptions to function in day to day life. This is as true for the young as it is for the old. Vision, hearing, touch, taste and smell: it is through these five senses that a person receives constant information about his or her immediate environment.

Changes in sensory perceptions begin at different ages and proceed at different rates. But, most individuals over the age of fifty-five must adapt to sensory perception changes. These changes reduce the quantity and quality of sensory information received from the person's surroundings.

Adapting to changes in sensory perception requires physical and emotional energy. Because these changes are usually gradual, the older person may be unaware of new limitations; in some cases he may be slowly adapting himself to them. On the other hand, occupational injuries or diseases can result in the sudden loss of sensory perception.[1] Whether gradual or sudden, the person's struggle to adapt and cope can produce anxiety, frustration and hostility.

More than one sensory perception change can occur at one time. When this happens, adapting will be even more difficult. For example, it is difficult to adapt to a loss of good vision, but the hearing sense can help compensate for this loss. But, when both these senses begin failing at the same time — as often happens in the process of aging — adjustment problems can be severe.

It should be noted, too, that the older person takes a longer time to perceive and process information coming in through his or her senses.

Law enforcement officers must learn to recognize these realities. By learning about the sensory perception changes that often accompany aging, and by learning how to compensate for these changes in dealings with the older citizen, the officer can provide services more efficiently and effectively. Whether the law enforcement officer is in an interview situation with an older person, or is offering safety and security advice to elderly persons, or assisting an elderly victim of crime, a knowledge of the sensory changes that occur with aging and the ability to compensate

Identify seven vision changes that often accompany aging.

General Directions

Use the lecture method. Suggest that the trainee keep these changes in mind, since the sensory losses may affect his behavior.

3-1-1

2. *Facts: About Vision*, American Optometric Association, St. Louis, Missouri.

3. Sally A. Buseck, "Visual Status of the Elderly," *Journal of Gerontological Nursing*, II, No. 5 (Sept./Oct. 1976), p. 35.

4. U.S. Department of Health, Education and Welfare, *Working with Older People - A Guide to Practice. Vol. IV: Clinical Aspects of Aging*, Public Health Service, PHS Publication No. 1459, p. 28.

5. Richard A. Kalish, *Late Adulthood: Perspectives on Human Development* (Belmont, California: Wadsworth Publishing Co., Inc., 1975), p. 19.

for these changes can make all the difference in becoming an effective public servant to the elderly population in the community.

In this lesson, we will discuss the primary senses, vision and hearing. After learning how to recognize the signs of changes, we will investigate ways to offset vision and hearing changes through compensatory techniques. Then, we will briefly describe changes in the other senses — touch, taste and smell. Although our knowledge of these three senses may not be as well developed, in certain situations the law enforcement officer will find them of primary importance. Let us now turn our attention to the most predominant of our senses — vision.

VISION

Although vision is only one of the five senses, people rely on it more than all others put together. The human eye is so sensitive that it can see the faint light of a candle over fourteen miles away. Though the eye contains over a million parts, it cannot be worn out by use. If kept healthy, the human eye will last a lifetime.[2]

Vision impairments affect a person's life. Since vision perception changes frequently accompany aging, we will examine the common ways in which vision begins to change in an elderly person; we will recommend ways to detect a vision difficulty and means to compensate for this sensory loss.

Common Vision Changes Related To Aging

Changes in vision related to aging are widespread. These changes are not strictly dependent upon chronological age or general health status.[3] Because the eye is so constructed that it can function efficiently even beyond the owner's lifetime, excellent vision without glasses is sometimes to be found even in extreme old age.[4] However, this is an exception. About three-fourths of all older women and over half of all older men have moderate to severe visual defects. Those 65 or older comprise half of all legally blind persons in the United States.[5] The simple, statistical probabilities are that an older person will have vision difficulties of one kind or another.

We will first examine the seven general characteristics of good vision. Under each, we will study the vision changes that commonly affect persons forty-five years of age and older. These general characteristics of good vision are:

- General Visual Acuity
- Farsightedness
- Color Vision

Key Points:

■ General visual acuity is the ability of the eyes to discriminate detail.

■ Farsightedness involves the older adult's ability to see close objects clearly.

6. Jeanne C. Hallburg, "The Teaching of Aged Adults," *Journal of Gerontological Nursing*, II, No. 3 (May/June 1976), p. 14.

7. Marvin Ernst and Herbert Shore, "Sensitizing People to the Process of Aging: The In-Service Educator's Guide (Denton, Texas: North Texas State University, 1975), p. 33.

8. Robert N. Butler and Myrna I. Lewis, *Aging and Mental Health* (St. Louis, Missouri: The C. V. Mosby Co., 1973), p. 99.

9. Ralph E. Wick, *Mature Vision and Its Care* (St. Louis, Missouri, 1959).

10. *Ibid.*

- Focusing Ability
- Glare Resistance
- Dark Adaptation
- Peripheral Vision

1. *General Visual Acuity*. The ability to discriminate detail is commonly referred to as general visual acuity.[6] Visual acuity is usually measured and expressed numerically as 20/20, 20/40 vision, and so on. For example, a person with normal 20/20 vision can see letters of a given size at 40 feet, which a person with 20/40 vision can see only at 20 feet.

The probability of losing sharp visual acuity increases as one grows older. Decline can begin in individuals with normal undiseased eyes as early as the mid-twenties, and tends to accelerate in later years. About three-fourths of all older women and over half of all older men have 20/40 vision or poorer.[7]

A behavior characteristic of a decline in visual acuity would be squinting the eyes to see more clearly. For example, if a person has to squint to see an automobile license plate, he may be showing signs of losing normal visual acuity.

2. *Farsightedness*. Technically known as presbyopia, farsightedness refers to the ability to see distant objects clearly.

Farsightedness is caused by a loss of elasticity in the lens of the eye, a fairly normal occurrence for most people as they grow older.[8] Inside everyone's eye is a small transparent lens about the size of an aspirin tablet; the lens changes its shape to enable the eye to see clearly at all times. Around the age of 40, the lens becomes less elastic and is unable to change shape as it once did. Vision at the usual reading distance starts to become blurry. By age 55, the lens has lost most of its flexibility, and nearly all people over that age will exhibit symptoms of farsightedness.[9]

The most common relief provided for presbyopia is reading glasses or bifocals.[10] Older persons are twice as likely as the general population to wear glasses for farsightedness. However, it is worth noting that because an older person is wearing glasses, it may not be true that he or she has adequately compensated for vision changes. The prescription may be outdated. The eyeglasses, if they are dirty, may be interfering with clear vision.

Behaviors indicating difficulties due to farsightedness include the inability to read small print. This vision difficulty may also partly explain why an older adult is more susceptible to certain types of fraud. The victim may not want to admit his or her inability to read small print and therefore may sign a contract without being aware of its contents.

Key Points:

■ Color vision is not the inability to distinguish red and green. This is termed color blindness. Color vision refers to the ability of the eyes to discriminate any color.

■ When the eye adjusts focus on objects at varying distances, it is using its focusing ability.

■ Glare resistance is the ability of the eyes to recognize objects in bright light.

■ Dark adaptation is the ability of the eyes to recognize objects in poorly lighted areas.

11. Jeanne C. Hallburg, *op. cit.*, p. 14.

12. Dr. Leon A. Pastalan, *Older Driver Refresher Course: Instructor Handbook* (University of Michigan, 1975), p. 4.

13. Marvin Ernst and Herbert Shore, *op. cit.*, p. 34.

14. Dr. Leon A. Pastalan, *op. cit.*, p. 3.

15. *Ibid.*

3. *Color Vision.* Research suggests that color vision also changes with age. The lens of the eye actually yellows with age, reducing the quantity of light entering the eye and filtering out violets, blues, and greens.[11] An older person wearing green socks with a blue suit may not have "bad taste." He may unknowingly be suffering from color vision loss. On the other hand, an older person who constantly prefers bright colored objects may be doing so because he can better distinguish yellows, oranges, and reds. This too is a symptom of a color vision change.

Loss of color vision can have more serious consequences. Some traffic signs can fade into the background if color contrasts are not high.[12] The older pedestrian who hesitates crossing at an intersection may be having difficulty seeing a green traffic light against a blue sky.[13]

4. *Focusing Ability.* A loss of elasticity in the lens of the eye can also affect focusing ability. This means the lens of the eye cannot rapidly adjust focus on objects at varying distances. For example, the older driver cannot rapidly focus on the speedometer on the dashboard and then on a car 500 feet up the road or a person walking onto the roadway.

Two behavior symptoms may indicate a slowdown in the older person's focusing ability. Uncontrolled eye movement is one; the other is when the eyes do not appear to be directed towards any particular object.

5. *Glare Resistance.* The eye's sensitivity to levels of light and dark changes with age. This change affects a person's ability to adjust to bright light.

Older persons generally experience a lowered glare resistance. With age, the lens of the eye grows without shedding older cells, thus changing its shape and becoming thicker. These changes tend to scatter light coming into the eye, creating glare problems.

Glare can be either direct or diffuse. Direct glare comes from a direct and concentrated light source such as car headlights or from sunlight reflecting off a store window. Diffuse glare refers to the overall intensity of light, a common problem on bright days after a snowfall.[14]

Because of lowered glare resistance, an older person may not be able to recognize a law enforcement officer standing in the bright sunlight outside his door. Squinting eyes can be a signal of possible glare resistance. Some older persons begin wearing tinted glasses and eyeshades to compensate for the lowered resistance to glare.

6. *Dark Adaptation.* On the other hand, the eye's sensitivity to the levels of light and dark can also be complicated by dark adaptation. This problem is caused by the fact that the diameter of the pupil decreases with age, thus allowing less light to enter the eye.[15] As a result, the aging eye needs more light to see well. In a dimly lighted environment, for example, an older person's vision is impeded and the potential for accidents increases.

Key Points:

■ Peripheral vision is the ability of the eyes to recognize objects in the horizontal field of vision.

General Directions

The explanation of the seven characteristics of vision concludes here. We will digress briefly to discuss two severe vision changes, blindness and visual hallucination.

Key Points:

■ A person is legally blind when he can see no more at a distance of 20 feet than a person with normal sight can see at a distance of 200 feet.

■ A progressive clouding in the lens of the eyes is called cataract.

16. *Ibid.*

17. Sally A. Buseck, *op. cit.*, p. 36.

18. Committee on Medical Aspects of Automobile Safety, "Visual Factors in Automobile Driving, and Provisional Standards," *Archives of Opthalmology.*

19. Dr. Leon A. Pastalan, *op. cit.*, p. 4.

20. Richard A. Kalish, *op. cit.*, p. 27.

21. Melvin D. Wolfberg, *The Role of Vision Care in Society Today and in The Future*, A Background Paper Reprinted for the 1971 White House Conference on Aging, July, 1971, p. 11.

22. U.S. Department of Health, Education and Welfare, *Working With Older People - A Guide to Practice. Vol. IV: Clinical Aspects of Aging, op. cit.*, p. 28.

23. Melvin D. Wolfberg, *op. cit.*

24. Samuel L. Fox, "The Eye in the Aging Patient," *West Virginia Cptometric Association Newsletter*, November, 1969.

25. Alex Comfort, *A Good Age* (New York: Crown Publishers, Inc., 1976), p. 200.

The eyes of an older person may also require a longer period of time to adjust from light to darkness. Driving at night, for example, can be a problem because sight recovery after exposure to oncoming headlights is delayed. On the average it takes five minutes for the normal eye to fully recover from bright light to dim light. It would take longer for the older adult.[16] There are no devices that will improve this condition in the older eye. A delicate balance is required — getting enough light to the eye while preventing glare.[17]

7. *Peripheral Vision*. Peripheral vision is the ability to recognize objects in the horizontal portion of the field of vision. The normal person has a three-degree cone of vision in which objects appear in clear detail. Around that central vision is ninety degrees of peripheral vision, which is highly sensitive to motion, light and darkness, and varying shapes and sizes.[18]

Peripheral vision probably begins to constrict after the age of 45 and continues after 65 with greater shrinkages.[19] Decreased peripheral vision not only influences perception, but can limit the ability to walk safely. An older person with constricting peripheral vision will normally compensate by placing things he wants to see directly in front of himself.

These seven vision perception changes can generally be compensated for in one way or another. A law enforcement officer needs to be aware of these vision changes as he deals with elderly citizens. Before studying the signs of these vision changes in the elderly and compensatory techniques that can be used to offset them, two other severe vision problems which may affect the elderly will be briefly discussed. They are: blindness, most often the result either of cataracts, glaucoma, or diabetes, and visual hallucinations.

Blindness. Over half of the newly reported cases of blindness are persons aged 65 and over. Of this, more than 80% are 70 years of age or older.[20] Cataracts, glaucoma and diabetes are the three greatest threats to vision and the commonest causes of blindness in the older person.

Many definitions of "low vision" exist among various Federal and State agencies.[21] In most states, a person is considered legally blind if, with the best eye, he can see no more at a distance of 20 feet than a person with normal sight can see at a distance of 200 feet.[22] Blindness does not necessarily mean a complete absence of light perception (totally blind). It may mean being unable to read newspaper print or being unable to see well enough to work (functionally blind).[23]

Cataracts refer to a progressive change of the lens inside the eye from clear to cloudy. Cataracts are rare before the age of fifty, and occur almost universally after the age of seventy.[24] The first signs of a cataract are trouble in seeing detail, seeing better in twilight than in daylight or in bright light, or when one eye "sees" double or triple images.[25]

Key Points:

- Glaucoma is an eye disease wherein the normal fluids cannot drain and the fluid pressure inside the eye increases.

- Visual hallucinations can be real, terrifying experiences for older adults.

Instructional   List two behavior signs of vision difficulties and two short tests to discrimi-
Objective 2:   nate their extent.

General Directions

Discuss the relationship of the behavior signs to the short tests. The students must understand the tests well enough to use them.

26. *Ibid.*

27. *Ibid.*

28. U.S. Department of Health, Education and Welfare, *Working With Older People - A Guide to Practice. Vol. IV: Clinical Aspects of Aging, op. cit.*

29. Samuel L. Fox, *op. cit.*

30. John Agate, *The Practice of Geriatrics* (Springfield, Illinois: Charles C. Thomas, 1963), p. 31.

31. Robert N. Butler and Myrna I. Lewis, *op. cit.*, p. 33.

32. The majority of vision signs, tests, and compensatory techniques were extracted from Marvin Ernst and Herbert Shore, *op. cit.*, pp. 39-41.

3-1-2

This vision difficulty is surgically correctable. The operation consists of taking out the cataract under general or local anesthesia. The doctor will either put in a plastic lens, or, after the eye has healed, prescribe glasses. The success rate is 75 to 80 percent and would probably be higher if more cases were caught early.[26]

Glaucoma is characterized by increased fluid pressure inside the eye because normal fluid drainage has been obstructed.[27] The fluid pressure is too high and causes progressive harm to vision. The chances of contracting glaucoma increase significantly with age, from the age of 35. Ninety percent of all cases occur in persons 40 years old or older.[28]

Glaucoma itself can be controlled, although vision lost due to this disease cannot be restored. Medication, or in some cases, surgery is used to regulate glaucoma.

(There are two types of glaucoma. Wide-angle glaucoma is a disease of aging. It develops slowly over a period of years and is not characterized by pain until total blindness has resulted. Narrow-angle glaucoma is a disease of middle age, occurring in the 50's and 60's, more often in women than in men. It comes with little or no warning, and is characterized by sudden acute attacks of blurred vision, rainbow-colored halo vision, redness of the eye and pain. Recurrent episodes can lead to blindness.)[29]

Visual Hallucination. Older people experiencing changes in vision may refer to moving shapes and shadows in their field of vision. Usually this causes no particular problem, but if confused, disoriented, under severe emotional stress or as a result of some medications, these visual impressions can resemble frightening visual hallucinations.[30] This phenomenon may serve to increase feelings of vulnerability to danger and to crime.[31]

For example, an older person may "see" a shape or shadow moving outside the bedroom window. Very easily, this "shadow" can be perceived by the person as a prowler. Although there may be no prowler — not even a real shadow — the fear experienced by the person is very real.

Signs of Vision Difficulties

The police officer should learn to observe those behaviors in the older person which may indicate vision problems. There are a number of common signs:[32]

- The older person may not be able to distinguish an object from its background. In autumn, a yellow yield sign may blend with trees in the background.
- Walking may be less steady or certain because the older person cannot see objects in his way. Similarly, he may have difficulty detecting or handling small objects.

Key Points:

■ On the basis of vision changes accompanying aging, what are behaviors in older persons that can result from these changes?

This question can elicit signs mentioned and other additional ones.

■ Stress the necessity to perform these tests without threatening the older person.

3-1-3 →

- Shrinking peripheral vision limits the older person's ability to detect objects on either side of his line of vision. He will see only things directly in front of him.
- The older person, in attempting to see close objects more clearly, may constantly squint.
- An older person may always prefer bright colored objects. He may be unable to distinguish blue colors from greens and violets.
- Eye movements in the older adult may not be directed toward any particular object.

Situations may arise in which a law enforcement officer needs to "test" a person's vision — to know if a vision change problem exists or not. There are some short tests he can use for this purpose. Caution and sensitivity should be used, however, so as not to intimidate or cause undue concern in the person about personal health.

On occasion, any of the following four tests might be employed:

1. Reading. Simply ask the person to read a newspaper, a sign, or the license plates on your patrol car. Alternatively, ask the older person what time it is to determine whether he can see the face of a clock or wristwatch.

This procedure will test for farsightedness, general visual acuity and focusing ability.

2. Motion Vision. Observe the older person's ability to visually follow an object in motion, a moving vehicle or pedestrian, for example.

This test can be a valuable guide for appraising the limitations of an older person as a witness.

3. Peripheral Vision. Ask the older person to look straight ahead. To check peripheral vision, ask if he can see an object placed to his far left or far right.

When there are signs of changes in peripheral vision, you can apply this test to estimate how extensively peripheral vision has constricted.

4. Shape Differentiation. Observe whether or not an older person can distinguish shapes — squares, from circles, from triangles.

The older adult's ability to easily distinguish shapes will show general visual acuity. Depending on the circumstances, you can use this simple test to determine glare resistance, dark adaption, farsightedness and color vision.

These short tests can be quite helpful to the police officer. The results can indicate to the officer that the person may or may not make a good witness in court. It may also explain why an older person has problems in following the officer's directions, or why the older driver honestly claims not to have seen a particular traffic signal.

Instructional   Name six compensatory techniques to use in assisting an older person adjust
Objective 3:   to vision problems.
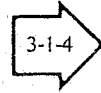
General Directions

Compensatory techniques are the practical procedures the student can use to offset vision changes in older adults.

Key Points:

■ Discuss, or role play the interactions of a law enforcement officer with any of the following:

- An older crime victim

- An older crime witness

- An older woman speeding in traffic

- An older pedestrian requesting information and referral

- Recruitment of an older volunteer

Emphasize how misunderstandings in these situations are avoided when proper compensatory techniques are used.

Vision Compensatory Techniques

There are practical ways to compensate for many of the vision changes. The law enforcement officer can use these suggested compensatory techniques with older persons who have vision problems.

1. *A Verbal Pre-Warning.* If you rapidly or unexpectedly approach an older person with visual problems, you may arouse unnecessary fears. A spoken pre-warning or explanation of what you are doing will help prevent misunderstanding in this situation. This technique can help off-set most vision changes and is a good general rule to follow whenever you come in contact with an older person.

2. *Simplify Visual Field.* Keep the visual field as simple as possible to help the older person distinguish the necessary message you wish to communicate. For example, a road map with too many details or an overhead transparency with too much information crammed on it can confuse rather than communicate clearly to an elderly audience.

3. *Use Bold Lettering.* Use large, bold-print lettering in any written communication — letters, memos or signs — for older persons with signs of loss of general visual acuity or far-sightedness.

4. *Use High-Contrast Colors.* Older persons can easily discriminate yellows, oranges and reds. On the other hand, blues, greens, and violets tend to fade. This compensatory technique is used primarily for changes in color vision which generally accompany aging.

5. *Facilitate Focusing Ability.* Do not expect an older person to focus quickly on objects at varying distances. This technique needs to be applied on the street during an investigation, while giving directions and especially when confronting the older driver. When programming for or interviewing an older person, don't repeatedly force him to look up from a paper and over to you or across the room and back to the paper. The aging eye cannot focus rapidly in this manner.

6. *Provide Suitable Lighting.* Lighting control, whenever possible, is a valuable compensatory technique, whether on the street or inside a building. In circumstances of uncontrolled natural light, such as a sunny day, a bright snowy day, or when in a room near a large window, the officer should attempt to moderate the glare. Under artificial light, the older eye functions more comfortably under incandescent (yellow) lights than under fluorescent (blue) lights. Larger wattage electric bulbs (150 watts) usually provide sufficient light without producing problems with glare.

General Directions

Summarize the important points of the prepared materials and class discussions.

Hearing is presented in the same three-step method used for vision.

33. Richard Rosenthal, *The Hearing Loss Handbook* (New York: St. Martin's Press, Inc., 1975), p. 14.

34. Marvin Ernst and Herbert Shore, *op. cit.*, p. 47.

35. U.S. Department of Health, Education and Welfare, *Working With Older People - A Guide to Practice. Vol. II: Biological, Psychological, and Sociological Aspects of Aging, op. cit.*, p. 26.

36. Robert N. Butler and Myrna I. Lewis, *op. cit.*, p. 32.

37. Richard A. Kalish, *op. cit.*, p. 28.

38. John Agate, *op. cit.*, p. 35.

If you cannot control the light, allow for extra adjustment time. For example, when entering or leaving a darkly lighted church, movie, theatre or home, the aging eye will take longer to adjust; wait several moments before requiring the person to use his vision again.

7. *Position.* Be aware of your physical relationship to an older adult. Position yourself clearly within his field of vision. Also position any objects, devices, or materials you want him to see within his field of vision. This is mainly to compensate for constricting peripheral vision, but it also aids general visual acuity, farsightedness and focusing ability.

Summary of Vision Changes Related to Aging

Widespread vision changes occur with age. There can be changes in: general visual acuity, farsightedness, color vision, focusing ability, glare resistance, dark adaptation, and peripheral vision. Blindness in old age often results from glaucoma, cataracts and diabetic complications. The older person who has uncontrolled eye movements, squinting eyes, slow visual coordination, inaccurate discrimination of detail or high intensity color selections probably has vision problems. He may also have shrinking peripheral vision or changing depth perception.

Short tests can provide a valuable estimate of the extent of vision problems in an individual. Compensatory techniques can effectively offset vision difficulties, at least for the specific task at hand — be it an interview of a crime victim or witness, a traffic situation, or the recruitment of a volunteer.

Be aware of these vision changes in an older person; being able to determine the extent of the change and to compensate for it, will make the law enforcement officer a more effective public servant.

HEARING

Hearing impairment is America's most common chronic disorder, yet most people are not aware of how their own hearing varies from normal.[33] Of all people who have hearing loss, over half are over the age of sixty-five.[34] One out of four very aged persons has a significant hearing impairment.[35] This condition is found to affect men more often than women.[36]

Important causes of hearing loss include environmental and occupational noise exposure, climate, stress and strain. Research evidence shows a definite relationship of hearing loss to the "noise pollution" in our environment.[37] Hearing and vision are closely interrelated. Simultaneous changes in hearing and vision can put the older person in an utterly dependent position.[38]

Instructional
Objective 4:   Identify four common hearing changes related to aging.

Key Points:

- Normal hearing persons recognize all distinguishing features of speech.

- Hard-of-hearing is commonly applied to partial recognition of spoken language.

- Deafness refers to the partial or complete inability to hear sounds or word combinations.

- Older persons often lose the ability to hear the volume or intensity of a sound.

3-1-5
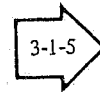
39. Public Citizen's Retired Professional Action Group, *Paying Through The Ear: A Report on Hearing Health Care Problems*, 1973, CG-10.

40. Richard Rosenthal, *op. cit.*, x.

41. Edith Corliss, *Facts About Hearing and Hearing Aids*, NBS Consumer Information Series 4, November, 1971, p. 26.

Common Hearing Changes Related to Aging

The sense of hearing tends to decline with age. This is widely accepted as an inevitable part of the process of aging. This does not mean that aging causes hearing deficiencies. It may be due to the fact that there is no known medical treatment to restore lost hearing to normal, no matter at what age the impairment occurs.[39]

With normal hearing, a person can comfortably recognize all the distinguishing features of speech under usual hearing conditions; normal conversation presents no problem.

Hard-of-hearing is a commonly-used term to describe a person whose hearing sense only partially recognizes spoken language. Most people who are hard-of-hearing suffer from misunderstanding speech rather than not hearing it. They hear more sounds but distinguish fewer words than a normal person might expect.[40]

On the other hand, deafness refers to the inability to recognize sounds or word combinations even when amplified. The largest number of deaf persons — whether the deafness is partial or complete — are elderly persons. Usually deafness comes upon a person slowly over the course of years with many subtle ups and downs; often the older person may not be aware that his hearing sense is declining.[41]

Older persons seldom manifest a simple or easily definable hearing loss. Hearing changes are not as easy to define, measure and describe as are vision changes. Nevertheless, there are common hearing characteristics that can be identified which will make it easier to understand the hearing changes that frequently occur in older persons. These hearing characteristics can be summarized under five headings:

- Volume
- Noise Threshold
- Pitch
- Verbal Confusion
- Tinnitus

1. *Volume.* The ability to hear volume may decline with age. The volume of sound refers to the intensity or loudness of the sound.

A person who is suffering from a decline in this hearing characteristic can compensate in one of two ways. He can ask the speaker to talk louder; or he can use a hearing aid which, very simply, amplifies the volume of sound.

Older persons are thirteen times more likely to wear a hearing aid than the general population. However, evidence suggests that older persons are less likely to get satisfactory performance

Key Points:

■ Older persons have higher noise thresholds, i.e., they do not hear sounds as loudly.

■ Older adults generally lose the ability to hear high-pitched sounds, although sometimes only low-pitched sounds are difficult for them to distinguish.

■ Most people, and quite often older people, have a tendency to confuse words taken out of context or words that sound alike.

42. Marvin Ernst and Herbert Shore, *op. cit.*, p. 47.

43. Dr. Leon A. Pastalan, *op. cit.*, p. 4.

44. Marvin Ernst and Herbert Shore, *op. cit.*, p. 48.

45. U.S. Department of Health, Education and Welfare, Research Profile Number 4, *Summary of Progress in Hearing and Speech Disorders*, 1963, p. 13.

46. Marvin Ernst and Herbert Shore, *op. cit.*, p. 48.

from a hearing aid than other age groups.[42] The first problem is obtaining the correct kind of hearing aid. Although eyeglasses are prescribed upon the basis of vision measurement, hearing aids cannot simply be prescribed upon the basis of hearing measurements. Finding the proper hearing aid requires a trial and error method of choice. In addition, many older people never learn to use a hearing aid properly.

A hearing aid makes sounds louder — all sounds — those a person wants to hear and those he doesn't want to hear. The concentration which is required to block out unimportant noises and background sounds must be relearned by the user of a hearing aid.

2. *Noise Threshold*. This term refers to background noises which may interfere with normal hearing. With age, it becomes more difficult to block out unwanted sounds which are interfering with the hearing of spoken words.[43] This is called a higher noise threshold.

When a person has a higher noise threshold (which tends to be part of a hearing change that accompanies aging), then such things as noises from traffic, playgrounds, air conditioners, conversations in another part of the room interfere with hearing what the person wants to hear. This deficiency is different from a volume loss; because when the "competing noises" are removed, the person will hear a spoken conversation clearly.

3. *Pitch*. Pitch refers to sound frequencies — higher or lower sounds — not volume or sound intensity. Older persons who are hard-of-hearing, therefore, have not necessarily lost a normal ability to hear sound volumes.

In a situation where the older person says, "Stop shouting, I can't hear you," he may be indicating he has lost the ability to hear the pitch, not the volume, of a sound.[44] With age, hearing acuity diminishes equally in both ears, beginning with the higher frequencies and proceeding to the lower frequencies.[45] (Less frequently will it happen that the ability to hear low-pitched sounds will decline.)

Increasing the volume will not help a person who has lost the ability to hear high-pitched sounds. In fact, when a speaker increases the volume of his voice in response to a person who cannot hear, the pitch of his voice also rises. On the other hand, a whisper lowers the pitch of the voice. Consequently, the older person having high pitch sound difficulties will hear more clearly when a person whispers rather than shouts.[46] Similarly, an elderly person with this kind of hearing change will more easily understand a man than a woman or child because the man usually has a lower pitched voice than a woman or child.

4. *Verbal Confusion*. Older persons may confuse spoken words. Simple confusion of sound-alike words is not unusual even for persons with good hearing. But for older persons who

Key Points:

■ Temporary or permanent noises in the head are called tinnitus.

■ Society does not treat persons undergoing hearing changes as tolerantly as persons with vision problems.

Instructional   Recognize two behavior signs of hearing difficulties and list two short tests
Objective 5:   to discriminate the extent of hearing difficulties.

Key Points:

■ What behaviors are characteristic of older persons experiencing changes in hearing? Most behaviors can be deduced from what the student has just learned.

47. *Edith Corliss, op. cit.*, p. 8.

48. *Ibid.*, pp. 22-23.

49. Marvin Ernst and Herbert Shore, *op. cit.*, p. 49.

50. Public Citizen's Retired Professional Action Group, *op. cit.*, CG-11.
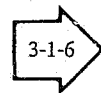
51. Robert N. Butler and Myrna I. Lewis, *op. cit.*, p. 33.

52. Robert N. Butler, "Old Age," *loc. cit.*, p. 651.

53. Marvin Ernst and Herbert Shore, *op. cit.*, p. 49.

54. Robert N. Butler, "Old Age," *loc. cit.*, p. 651.

55. The majority of hearing signs, tests, and compensatory techniques were extracted from Marvin Ernst, and Herbert Shore, *op. cit.*, pp. 49-53.

3-1-6

are experiencing this change in hearing, words may have a rumbling, "fuzzy" quality. The older person may think that people are mumbling or slurring their words.[47]

The problem is not so much an absence of sound as a poor definition of sound. The voice can be heard, but not all the conversation. Words like chew, shoe and Sue, or words like cheese, sees, fees, and these, can sound exactly the same.

This is the auditory "fuzz" that most people who are hard-of-hearing must cope with.[48] Shouting at the older person may distort the sound he receives even more, making the comprehension of words even more difficult. Another problem arises if the older person does not admit or show confusion. The law enforcement officer may mistakenly presume that his message was communicated clearly.[49]

5. *Tinnitus.* Tinnitus refers to "head noises" like ringing, clicking, or buzzing, etc. The noises may be temporary or permanent, depending upon the hearing impairment involved. (Medications such as large doses of aspirin, hypertension or even a blow to the head can cause tinnitus.)[50]

In many ways, hearing loss has a greater impact upon an older person than does the loss of vision. Excessively loud or badly articulated speech, often associated with hearing loss, can have a negative effect on the listener.[51] A person can cover up for hearing losses more easily than for vision losses. Unfortunately, many people seem to have less patience and sympathy for those who cannot hear well, than they do for those with vision problems.[52]

Older persons who cannot hear and have difficulty following a normal conversation tend to feel bad about themselves and to feel that life is passing them by.[53] Hearing loss is very strongly related to feelings of depression and suspiciousness.[54] Older persons generally regard hearing loss as a greater trauma than loss of vision.

Signs of Hearing Difficulties

Older people who are suffering from changes in hearing may indicate the change through certain observable behaviors.[55]

- The ability to hear affects the older person's ability to monitor his own speaking voice. He may speak unnecessarily loudly or may not speak clearly.
- Hard-of-hearing older people may constantly request that words be repeated. They are often confused as to what is expected of them and may blame others for giving poor directions.
- The older person may not react or respond to a verbal message or a sudden noise. On the other hand, he may give an understanding nod when in reality he has not heard

Key Points:

■ Encourage the student to supplement these short tests with keen observation.

Instructional   Name five compensatory techniques to use in assisting an older person to
Objective 6:   adjust to hearing problems.

3-1-7 ⟩

3-1-8 ⟩

what is being said. He may appear confused, answer inappropriately or answer when no question has been asked.

- Older persons with hearing losses have reduced attention spans, especially when confronted by two or more people speaking at the same time. They will shift their attention to something else.
- The older person who is experiencing a hearing loss may physically position himself in order to clearly see the speaker, or turn his head slightly to position his better hearing ear toward the speaker.

Communicating with an older person with hearing problems can be a frustrating experience for a law enforcement officer. Understanding is difficult for both parties involved. For the older person, the change in hearing often results in more than frustration. It can cause genuine emotional turmoil.

The law enforcement officer can use some short tests to determine whether and to what extent hearing changes have occurred in an older person. (Caution and sensitivity should be used, however, so as not to intimidate or cause undue concern in the person about his personal health.)

The following three hearing change tests can be useful to the law enforcement officer to detect hearing changes:

1. Observing reactions to sound. Notice whether the person can detect noises in his surroundings — music, ticking watch, dripping faucet, etc.

2. Checking for understanding. Begin talking to the older person. Stand directly in front of him and gradually move a paper over your face. Determine whether he can still understand you.

3. Questioning. Ask the older person if he can hear you. If you are not getting a sensible response, ask what you can do.

Hearing Compensatory Techniques

The law enforcement officer cannot ignore the fact that an older person may have hearing problems. A hearing aid helps many older persons to continue to respond well to their surroundings, but its effectiveness must not be overestimated. Many older persons will not wear hearing aids, or do not know how to operate hearing aids properly, or cannot recognize when the batteries have worn out. In communicating with a person who wears a hearing aid, it is important to let the hearing aid do its work; this is facilitated by not shouting. The police officer can help a situation by using the following compensatory techniques:

III-27

Key Points:

■ Although these compensatory techniques are essential, stress the fact that if the student speaks too slowly, clearly and concisely, the audience will be very bored or fall asleep. Moderation and awareness of the audience are equally important.

Instructional   Identify three touch sensation changes associated with aging.
Objective 7:

General Directions

Use the lecture method.

56. Richard A. Kalish, *op. cit.,* p. 28.

1. *Body Positioning*. Stand directly in front of the older person when you are speaking. This allows him to read your lips.

2. *Presentation*. Use gestures and objects as often as possible to illustrate your message.

3. *Speaking*. Keep sentences short and simple. Pronounce your words clearly; don't overreact by speaking too slowly.

4. *Touching*. If needed, slowly touch the person to ensure that you have his attention before attempting to communicate.

5. *Controlling Competing Sounds*. Eliminate or minimize background noises which might interfere with the older person's ability to concentrate on what you are saying.

Research has shown that when speech is clear, undistorted, and presented without competing noise, older persons suffer very little loss in the ability to understand.[56]

Summary of Hearing Changes Related to Aging

Hearing problems are much more prevalent in older persons than in the general population. These changes can pertain to the ability to hear the volume or the pitch of sounds. Competing background noise and simple confusion of words can also cause hearing difficulties. An older adult may suffer from tinnitus; that is, noises heard inside the head. The older person's speaking voice, attention span and body positioning will provide clues of a hearing difficulty to the police officer. The older person who does not react, or, on the other hand, constantly requests that comments be repeated, probably has hearing problems. The officer will be able to communicate most effectively and patiently by using the compensatory techniques recommended in this lesson.

TOUCH, TASTE, SMELL

A great deal more research has been done on vision and hearing than on the other three senses of touch, taste and smell. It is true, too, that in dealing with or communicating with older persons, the law enforcement officer will rely more frequently on using the vision and hearing senses than on any of the other senses. Nevertheless, occasions may arise when one or the other of these senses will play an important role in the relationship of the law enforcement officer and the elderly.

Key Points:

    ■ The three components of touch sensation are:

        - Touch

        - Pressure

        - Pain

Instructional   Recognize two behavior signs of touch difficulties and tell two tests to deter-
Objective 8:   mine the extent of touch difficulties.

3-1-9 ▷

3-1-10 ▷

3-1-11 ▷

57. Marvin Ernst and Herbert Shore, *op. cit.,* p. 59.

58. Marjorie A. Miller and Lutie C. Leavell, *Kimber-Gray-Stackpole's Anatomy and Physiology 16th edition.* (New York: The Macmillan Company, 1972), pp. 232-233.

59. *Ibid.,* pp. 233-234.

60. Marvin Ernst and Herbert Shore, *op. cit.*

61. The majority of touch signs, tests, and compensatory techniques were extracted from Marvin Ernst and Herbert Shore, *op. cit.,* pp. 60-63.

Changes In Touch Related To Aging

Older persons often rely extensively on their sense of touch to distinguish objects. As an example, recall the numerous times that you had to feel around to locate a light switch in a dark room. Touch also enables people to feel pressure in certain areas of their bodies. Otherwise, how would a person know when his shoes are too tight? Very little research has been done in this area, but evidence suggests that the sense of touch declines with age.[57]

Touch sensations can be described under three headings: touch, pressure or pain.

- *Touch* refers to a quick and light sensation — what one feels when another touches him briefly and lightly on the arm. An older person may lose the ability to perceive or feel touches of this kind.

- *Pressure* sensation refers to a sustained touch.

- *Pain* perception acts as a protective device for the body, signaling the body to react to harmful influences. Stimuli for pain includes excessive heat or cold, skin damage, inadequate blood supply, and muscle spasm.[58]

Individuals normally have about the same tolerance for pain.[59] Since the feeling of pain is an indication that all is not well, the loss or decline of this sense can be dangerous.

For instance, the older person who cannot discern water temperature could incur severe burns.

With a lessening of the touch sensation, older persons may begin having more difficulty in manipulating things easily with their hands — such commonplace activities as tying shoelaces, buttoning a shirt, or dialing a telephone number. They may be slower in detecting and responding to another person's touch. Understandably, the diminishment of touch sensations can hinder the older person's completion of many routine activities.[60]

The decline of the touch sensation can be more than aggravating or frustrating to an older person. He may not feel pain and therefore may be unable to explain his real need to a law enforcement officer.

Signs Of Touch Difficulties

Observing small details of dress may be a clue to the decline of touch sensation in an older person. Has the older adult tied his shoelaces, buttoned his shirt, or groomed himself neatly? There are other common behaviors which indicate that an older person may have difficulty with touch sensations:[61]

- The older person may not recognize a light touch.

III-31

Key Points:

■ Point out the impact of these signs when combined with vision and hearing difficulties in an older victim or witness. You may want to review the two previous sections on vision and hearing before leading a discussion.

■ Impress on the students that the four short tests are instrumental not only in determining the extent of touch difficulties, but also in discriminating touch difficulties from other problems.

Instructional   Name three compensatory techniques to use in assisting an older person to
Objective 9:   adjust to touch problems.

3-1-12 ▷

Key Points:

■ Compensatory techniques for touch can help establish rapport between the older person and law enforcement officer performing investigative tasks.

■ Summarize the important points of instructional materials and class discussions on touch.

3-1-13 ▷

- The older person may be conditioned to withdraw from touching other people or unfamiliar objects.
- Older persons may not detect slight pain or may overreact to painful stimuli.
- It may appear that the older person grips an object or a person more tightly than is necessary (this may be painful for the recipient). Or, the older adult may have a tendency to drop objects.

As with the other sense perceptions, a law enforcement officer can test an elderly person to determine whether changes have occurred in the touch sensation. (Caution and sensitivity should be used, however, so as not to reinforce any undue concern in the person.)

1. Respond to Touch. Touch the older person lightly to see if there is a response.

2. Differentiate Shapes. Place small common objects (the contents of your pocket - keys, pencils, coins) in the older person's hand to see whether or not the older person can tell the difference without looking.

3. Discern Textures. Check whether the older person can distinguish textures of any convenient objects.

4. Identify Temperatures. Observe whether the older person can readily detect warm or cold objects.

Touch Compensatory Techniques

There are no substitutes for lost touch sensations. However, the law enforcement officer may apply the following compensatory techniques to help the older person with this problem:

1. *Give A Verbal Pre-Warning.* If you tell the older person what you are doing, or warn him about hot and cold before he touches certain objects, this can help adjustment.

2. *Use Touch.* You may need actually to touch the person with your hand to establish contact. Touch and stimulation may help the older person overcome some of the sensory loss.

3. *Intensify Touch.* When touching an older person, you may need to use slightly increased pressure, but not enough to cause discomfort.

4. *Use Care in Handling Objects.* Be certain that the older person has an adequate grip on an object before you release it. Place objects where the older person can reach them. For example, push a chair towards the older person.

5. *Guide Hands.* If needed, the officer can offer guidance by placing the wrist on the older person's hand. This is often a reassuring gesture.

Instructional   Identify two taste and smell sensation changes associated with aging.
Objective 10:

General Directions

This section provides information on taste and smell. Give a brief lecture so that students understand the consequences of these changes.

Key Points:

■ Sweet, salty, bitter and sour are the primary tastes.

■ There are no established smell sensations.

■ The ability to taste depends on the ability to smell.

■ Appetite is strongly influenced by the ability to taste and smell.

■ When the sense of smell is weak, disagreeable odors and warning odors may not be detected.

■ Unintentional self-poisoning may be related to changes in taste and smell.

62. Marvin Ernst and Herbert Shore, *op. cit.*, p. 75.

63. *Ibid.*

64. William F. Evans, *Anatomy and Physiology* (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1971), p. 292.

65. Robert N. Butler and Myrna I. Lewis, *op. cit.*, p. 33.

66. Marvin Ernst and Herbert Shore, *op. cit.*, p. 83.

Changes in Taste and Smell Related to Aging

Taste perception is found in the taste buds, the parts of the tongue which identify flavors. It is not understood why some people are sensitive to sour substances and others to sweets. Generally, people have the ability to taste sweet, salty, bitter and sour.

Most older persons over sixty have lost 50 percent of their taste buds. A person in his late seventies has about one-sixth the number of taste buds as a twenty-year old. Generally, the first tastes to decline are sweet and salty. As a result, some older people complain that all food tastes bitter or sour.[62] Women seem to be able to identify tastes longer than men. Obese people generally identify tastes best, regardless of age.[63]

The seemingly great variety of taste sensations is owing to the fact that they are confused or combined with simultaneous smell sensations.

It is extremely difficult to describe changes in the ability to smell. Smell incorporates a personal interpretation reflecting past and present experiences. Beyond this "subjectivity," there are no established basic smells.[64]

The sense of smell probably declines with age. Forty percent of older persons over eighty years of age have difficulty identifying common substances by smell.

The ability to smell influences approximately two-thirds of the ability to taste.[65] A combination of changes in taste and smell affect appetite. The older person experiencing changes in taste and smell may quit eating because nothing tastes good, or eat excessive amounts to get a taste sensation. For example, excessive salt in the diet is often found to lead to rejection of food. On the other hand, with a salt starvation, diet there will be a distinct preference for food.

The sensation of smell develops quickly upon contact with an odor. It may also quickly adjust itself and accommodate itself to a disagreeable odor. It is important to act on the first sensation of a disagreeable odor, such as gas, so as not to become accustomed to it. Continuous stimulation by one particular smell may dull sensitivity to another. For example, unpleasant body and household odors may go unnoticed by an elderly person. Or, they may be unable to appreciate other pleasant odors, such as flowers or perfume.[66]

Law enforcement officers may see in an older person the results of a decreased appetite and declined sensitivity to odors, complicated by a limited income. These factors often result in an older person's not purchasing groceries regularly or eating nutritious meals. Consequently, there is a higher possibility that the older person may eat spoiled or contaminated food. Knowing about these taste and smell changes may enable a police officer to divert an older person from an unintentional self-poisoning.

67. Alex Comfort, *op. cit.*, p. 83.

In addition, a loss in the ability to smell can limit the older person's ability to detect smoke or some other warning odor such as a gas jet leak. It's worth noting that toxic fumes and smoke, not fire, kill most "fire victims." (Fires kill more older adults and more young children than any other groups.)[67]

Summary of Touch, Taste, Smell Changes

In his public service to the elderly, the law enforcement officer may not use the knowledge and techniques to compensate for changes in touch, taste and smell nearly as often as for vision and hearing changes.

Although used less frequently, moments may arise when the law enforcement officer's knowledge of touch, taste or smell changes will be extremely important to him — and to the elderly person he is assisting.

SUMMARY

Most older persons undergo and have to adapt to sensory perception changes. While each individual is different, the probabilities are high that an older person is living with a significant change in one or more of his senses — vision, hearing, touch, taste and smell.

By knowing what changes are likely and by being able to use compensatory techniques to offset difficulties resulting from these changes, a law enforcement officer can serve the elderly more sensitively and more effectively.

Changes in vision can range from total blindness to less severe changes, such as declines in general visual acuity, farsightedness, color vision, focusing ability, glare resistance, dark adaptation and peripheral vision. Persons who have suffered vision changes in these latter areas often manifest their difficulty by observable behaviors, such as squinting. Simple tests can be employed to determine whether a vision change has occurred. In all of these instances, a law enforcement officer can make use of specific compensatory techniques to offset vision difficulties created by the change.

Similarly, hearing changes can range from total deafness to less severe changes that make a person hard-of-hearing. Hearing changes were discussed under five headings — changes related to volume, noise threshold, pitch, verbal confusion and tinnitus. Behavior characteristics that signal hearing difficulties in these five areas were discussed as were tests to determine hearing problems. Compensatory techniques designed to help a law enforcement officer communicate clearly and comfortably with the elderly hard-of-hearing were recommended. It was noted that

a hearing aid does not always resolve a hard-of-hearing difficulty; nor does speaking louder help if the hard-of-hearing difficulty is from a pitch loss rather than a volume loss.

      The other three sense perceptions of touch, taste, and smell were also briefly discussed. In these areas, too, older persons tend to suffer from sensory perception changes more than does the general population. While the law enforcement officer may more frequently use the compensatory techniques recommended in this lesson for vision and hearing than he does for the other senses, the occasion can arise where his awareness of sensory changes of touch, taste and smell can help him understand and more effectively assist older persons.

LESSON TWO
OBJECTIVE:

To suggest compensatory precautions to deal with physiological difficulties that often accompany aging.

General Directions

Lesson Two explains inevitable changes in a person's body as it ages. Discussions will focus on muscular system, the organ systems and skeletal system. Older persons will experience limitations which the student can counter with compensatory precautions. Summarize each section before going on to the next instructional objective.

Instructional
Objective 1:

Describe one common physiological change that often accompanies aging, in each of the following systems: muscular, organ and skeletal.

General Directions

Use the lecture method.

Key Points:

■ Physical strength and speed begin a gradual decline after the age of thirty.

■ Muscle mass deteriorates with age.

■ Daily walking is the best exercise for older persons to prevent muscle loss.

1. Dr. Leon A. Pastalan, *Older Driver Refresher Course: Instructor Handbook* (University of Michigan, 1975), p. 5.

2. United States Department of Health, Education and Welfare, *Working With Older People - A Guide to Practice. Vol. II: Biological, Psychological, and Sociological Aspects of Aging*, U.S. Public Health Service, 1970, p. 19.

3. Marvin Ernst and Herbert Shore, *Sensitizing People to the Process of Aging: The In-Service Educator's Guide* (Denton, Texas: North Texas State University, 1975), p. 67.

4. William C. Bier, *Aging: Its Challenge to the Individual and to Society* (New York: Fordham University Press, 1974), p. 53.

5. Alex Comfort, *A Good Age* (New York: Crown Publishers, Inc., 1976), p. 78.

Lesson Two
PHYSIOLOGICAL ASPECTS OF AGING

INTRODUCTION

In this lesson we will briefly point out physiological changes that accompany the aging process. These changes include declines in the muscular, organ and skeletal systems of a person.

When compared to a younger-aged person, the elderly person tends to have less muscular strength and dexterity, and requires more time and energy to recover from stressful situations. A simple activity like walking becomes more arduous. As a result of these and other changes, sometimes mobility becomes more restricted and risk-prone.

Injuries and falls can have serious repercussions on the life of an elderly person. Bones fracture more easily and the recuperative process draws heavily on already-limited reserve capacities.

Finally, we will look at a number of compensatory precautions — practical recommendations a law enforcement officer can make to reduce injury risks and to make the living environment of the elderly more secure.

MUSCULAR SYSTEM

Maximum muscular strength normally occurs between the ages of 25 and 30. After the age of 30, the individual usually shows a gradual decline in physical strength and speed.[1] This occurs partly because, as a person ages, the muscles begin to deteriorate.

Research is not yet conclusive as to whether this is caused by a decrease in size of individual muscle cells or by the loss of cells.[2] While the causes may be debated, the results are clear; muscle mass deteriorates with age. On the average, a young adult's muscle system makes up 43 percent of the total body weight. In the older adult, however, the muscle system drops to 25 percent of the total body weight.[3]

While muscle loss is normal and typical for the elderly, the greatest loss occurs in inactive people. Muscular strength will waste away from disuse. What is the consequence? At age 80, average muscular strength in males is approximately the same as that of 12 year-old boys.[4]

On the other hand, regular exercise, such as daily walking, preserves and prolongs muscular tone. For example, in a 1968 research project funded by the Administration on Aging, a group of 70-year-old men participated in a regular exercise program. At the end of one year, their bodily reactions were equivalent to men thirty years younger.[5]

Key Points:

■ Physiological functions decline in older adults even while at rest.

■ Older muscles fatigue more readily than younger muscles.

■ Older persons will generally show a loss in strength, endurance and agility.

■ Muscular control ability is interrelated with the other organ systems of the body, such as the nervous system.

■ The older person needs to harmonize different rates of aging in various organ systems of his body.

■ After forty, many organ systems will exhibit gradual declines in performance.

■ When organ systems lose cells and tissues, the body's tremendous reserve capacities are reduced.

3-2-1

■ Organ systems require longer rates of recovery in the elderly.

■ How "old" is the older worker? According to the United States Department of Labor, the older worker is 45 years old and over. This is an early age to be labeled "old." Discussion will bring out an awareness of the negative effects of stereotyping the older adult.

6. United States Department of Health, Education and Welfare, *Working With Older People - A Guide to Practice, Vol. II, op. cit.,* p. 20.

7. United States Department of Health, Education and Welfare, *Working With Older People - A Guide to Practice, Vol. IV: Clinical Aspects of Aging, op. cit.,* p. 156.

8. United States Department of Health, Education and Welfare, *Working With Older People - A Guide to Practice, Vol. II, loc. cit.,* p. 15.

9. *Ibid.,* p. 14.

10. Department of Labor, Bureau of Labor Statistics, *Bulletin* 1721, "The Employment Problems of Older Workers," 1971, p. 20.

The older person's inability to maintain higher muscular activity relates to reduced muscle mass, a decline in nerve activity, a slower rate of chemical reactions, and reduced blood supply.[6] Even in a resting state, the older person will show a decline in the following physiological functions: nerve impulse speed, cardiac output, blood flow and filtration rate, basic metabolism and sex hormone excretion.

A weak handshake or the inability to button clothes are commonplace clues to the lessening of muscular strength and dexterity in an elderly person.

Rapid, voluntary muscular movements will be even more difficult and require additional time and effort. Older muscles fatigue more easily. As an overall result, one can expect to encounter in the elderly a general decrease in strength, endurance and agility.[7]

ORGAN SYSTEMS

The older adult will usually be slower, weaker and more easily fatigued. Why? One reason is that many older people confront different rates of aging in various organ systems.[8]

As an example, one and the same individual may possess a comparatively "youthful" cardiovascular system, a relatively "middle-aged" skeletal system, and an "old" digestive system. A slowdown in one system usually creates strains and energy drains on the other parts of the body.

During the aging process, all organ systems lose cells and tissues that are not replaced. The physiological pattern of change beginning in the forties is a gradual reduction in the performance of many organ systems.[9]

Organ systems generally do not deteriorate rapidly. Moreover, the body initially possesses more cells and tissues than are necessary for survival. For these reasons, many of the declines in the organ systems go virtually unnoticed.

One of the first changes to be noticed is the dramatic reduction of the body's tremendous reserve capacities. These reserve capacities are used whenever illness or emotional upsets arise. The elderly's recovery rate — the time it takes for the system to replenish its reserves — is also slower. For example, the older adult who jogs or runs will require a longer period of time than a younger person to recover and return to normal breathing and cardiovascular functioning.

As a general rule, it follows that the physical working capacity of an elderly person declines with age. But the fitness of an individual for a particular task cannot, and should not, be set by chronological age. At all occupational levels, studies of workers show more variation within age groups than among different ages. Therefore, no generalizations can safely be made to apply to older workers as a group.[10]

III-43

Key Points:

■ Diet can be an important factor in an older person's ability to recover or recuperate from injury.

■ The most common form of malnutrition is obesity.

■ When making house calls, the law enforcement officer must be aware of potential hazards, such as contaminated food or gas jet leak.

11. *Your Retirement Health Guide,* National Retired Teachers Association and American Association of Retired Persons, 1969.

Diet

The health of a person's organ systems depends to a large degree on the person's diet. Advancing age does not change the body's requirements for nutrients, although less calories are required to maintain good health.

Two age groups are rivals for having the most notoriously bad eating habits — teenagers and persons 65 years old or over. Because of loneliness, lack of mobility or poverty, older persons often fail to maintain proper dietary habits. It is possible to develop a dietary deficiency and not know it, because the first stage involves depletion of nutrient reserves which are stored in the body for emergencies.

Some older persons who have undergone changes in taste and smell may quit eating because nothing tastes good; or they may eat excessive amounts of certain foods to get a taste sensation.

Malnutrition among the elderly is not uncommon. The most common form of malnutrition is not characterized by a hollow-eyed countenance and shrunken frame. Instead, it is more commonly characterized by obesity, resulting from a protein-deficient diet. Protein deficiency can also result in weakness and fatigue. Brittle bones in older persons can be intensified by a calcium deficiency. Some other by-products of poor eating habits — confusion, fatigue, irritability, and insomnia — can be reversed through changes in diet.[11]

Injury

Because of these changes occurring in the organ systems, an injury can create special problems for the elderly. An injury can include bumps, bruises, breaks, and abrasions. Most of these injuries are to the outer surface of the body. As with younger persons, reparative processes restore the original condition, with the exception of scars. But, for the elderly, physical injury can become an important contributory factor to the debilities of age. Injury can transform the gradual physiological declines accompanying age into sudden reductions. More often, injury will decrease the older person's reserve capacities.

SKELETAL SYSTEM

A person's bones and joints make up the major parts of the body's skeletal system. Changes occur in this system, too, as part of the process of aging.

Key Points:

■ Degenerative joint disease affects mobility and balance.

■ Osteoporosis, degenerative bone disease, increases susceptibility to fractures of the hip and spine.

■ Authorities disagree as to whether falls cause hip fractures or hip fractures cause falls.

■ Vertebral fractures can result from coughing, sneezing, or any sudden jolt.

■ The cumulative effect of vertebral fractures can shorten an older person's stature.

12. *Perspectives on Aging Series Instructor's Manual* (Costa Mesa, California: Concept Media, 1973), p. 28.

13. *Ibid.,* p. 27.

14. United States Department of Health, Education and Welfare, *Working With Older People - A Guide to Practice. Vol. IV, op. cit.,* p. 190.

15. *Perspectives on Aging Series, op. cit.,* p. 28.

16. United States Department of Health, Education and Welfare, *Working With Older People - A Guide to Practice. Vol. IV, op. cit.,* p. 188.

17. *Perspectives on Aging Series, op. cit.*

Joints slowly and inevitably undergo degenerative changes and stiffen. The first evidence of joint degeneration is present in most 20-year-olds. The weight-bearing joints are most commonly affected — the knees, the hips, and the spine. Stiffness is also common in the finger joints of elderly persons.

Degenerative joint disease is not unusual. It is present in varying degrees in many people. The onset of degenerative joint disease is characterized by stiff joints which a person can feel after sitting for a long period of time. Later, pain may develop. The pain is usually mild and is noticed only when standing, walking, or making any movements which involve using the weight-bearing joints. Severe incapacitation from degenerative joint disease will be found in about 5 percent of the older population.[12]

Bones, too, change with age. Osteoporosis is a degenerative bone disease not limited to, but quite frequently found in, the older adult. It is four times more prevalent in older women than in older men. The reasons for bone degeneration are not clear. As the bones age, their substance does not change. But the total amount of bone tissue decreases, and the bones become more porous.[13] As a result, an older person's bones are weaker and more susceptible to fracture.

Fracture injuries will markedly reduce a person's mobility. Osteoporosis can cause serious mobility problems with two types of fractures: hip and vertebral.

Hip fractures can be sustained in harmless acts, as when an older person steps off a curb. Authorities disagree as to whether the fracture occurs first and then causes the older person to fall, or whether the fall causes the fracture to occur. Until fairly recently, it was not uncommon for older persons with hip fractures to die. Many who survived were left badly disabled for the rest of their lives, simply because a hip fracture rarely healed properly.[14] Although care of the hip fracture is still very difficult, hip fracture treatment today has achieved reduced periods of immobility and lower mortality rates in older persons.

Ten percent of the population over fifty years of age have sufficient osteoporosis to produce vertebral fractures, which are fractures of the spine.[15] An accumulation of these fractures can shorten a person's stature by several inches. Vertebral fractures can result from simple falls, or from sneezing or coughing. They are especially common in older women.[16]

Although more susceptible to hip and vertebral fractures, most kinds of fractures in older persons heal and have a large amount of callus formation (a hard substance that forms at the break in a fractured bone so as to reunite the parts). Older adults generally will recuperate from fractures as rapidly as younger age groups.[17] However, elderly persons who sustain substantial skeletal injury will frequently have one or more other medical problems associated with it.

Key Points:

■ Changes in mobility and balance are less apparent when the older person is in a familiar environment. In strange or changed surroundings, difficulties are more apparent. As a matter of course, when new roads, buildings, laws, and so on, begin operation, make an extra effort to direct older adults.

■ Older adults reduce their attention to the surrounding environment when mobile.

■ More time, effort and energy are required to carry out simple tasks.

3-2-2 >

■ Position sense declines with age.

■ Discuss: How can the law enforcement officer assist an older person with mobility and balance problems?

Physical, environmental and psychological support may take the following forms:

1. Offer physical support. If the older person accepts, remember that support from the front or rear, or from the strong side, will not be as effective.

2. To minimize mobility and balance environmental hazards, contact the proper authorities to light dangerous corners, and maintain sidewalks and curbs. Not only are hazards hard to see, they are difficult to maneuver around. There is more than one way to be safe on the streets.

3. Practice patience with an older adult who cannot move rapidly and needs time to negotiate the environment. Inform him where you wish him to go and what he is to do.

18. Marvin Ernst and Herbert Shore, *op. cit.*, pp. 89-90.

19. United States Department of Health, Education and Welfare, *Working With Older People - A Guide to Practice. Vol. II, op. cit.*, p. 27.

20. Marjorie A. Miller and Lutie C. Leavell, *Kimber-Gray-Stackpole's Anatomy and Physiology 16th edition* (New York: The Macmillan Company, 1972), p. 232.

Because of this, elderly persons tend to view fractures as major catastrophes. Fractures and broken bones can lead to terminal complications for elderly persons.

MOBILITY AND BALANCE

Mobility changes can be observed by taking a close look at how older people walk. Certain characteristics are prevalent. Older people tend to tilt their bodies forward. They take shorter strides. A younger person generally lifts the foot from the ground neither too much nor too little. Elderly persons, on the other hand, lift their legs higher and have a wider walking base. Some older people shuffle because they need to spend more time in the support phase of the step than in the swinging phase of the step.[18]

As a result, commonplace and everyday activities can become increasingly difficult. For an elderly person, crossing the street may be slow and uncertain. This is so not only because of the person's need to judge the direction and speed of automobiles and the timing of the traffic lights, but also because of the person's need to monitor his or her own foot movements. Previously automatic bodily motions now need to be observed.

Older adults, as a result, are often forced to reduce their attention to the surrounding environment. This subjects them to increased risks. Errors made crossing streets or climbing stairs can have costly consequences.[19] Despite a lifetime of getting about with ease, the older person finds it now requires more time, effort, and energy to carry out even simple tasks.

Position Sense

The ability to compensate for changes in body position declines with aging. Position sense is the recognition of the location and rate of movement of the parts of the body.[20] Even without using vision, most people are aware of movement and new positions of their bodies and parts of their bodies. Normally position sense makes little demand on one's attention.

However, as the older person's position sense changes, he must monitor his body and its parts. When reaching out for some object, he must consciously assess the distance. Visual judgment alone is not a sufficient compensation. Simple tasks such as eating, drinking, writing, or putting on clothes require more concentration than before. Walking through one's home in the dark can become a problem because of the lessening of position sense.

Key Points:

■ Older age groups are highly susceptible to falls.

■ Drop attacks, common in older adults, are falls resulting from a blockage of the flow of blood to the brain.

■ Discuss: How should the law enforcement officer handle an older fall victim? Recommend that the officer always act under the assumption that the older person has sustained a fracture.

■ Discuss: How can a law enforcement agency effectively deal with the older person's increased vulnerabilities, particularly to falls and injuries?

Recommend two courses of action:

1. Educate older persons about how to reduce falls (this could also serve to lessen law enforcement involvement). ⟩ 3-2-3

2. Consider the establishment of a Telephone Reassurance Program. This service meets the needs of a large number of urban and rural older adults. Many live alone with limited social contacts. Telephone Reassurance requires participants to call the police department each day at a specified time. If the contact is not made, police will call at the residence. Many accidents and health problems have been successfully treated by timely police intervention.

Instructional Objective 2:   List five compensatory precautions to make the environment safer for older persons.

Key Points:

■ Personal safety and security for older persons are of great importance in law enforcement activities.

21. Melvin D. Wolfberg, *The Role of Vision Care In Society Today and In the Future*, A Background Paper Reprinted for the 1971 White House Conference on Aging, July, 1971, p. 15.

22. Alex Comfort, *op. cit.*, p. 69.

23. The following materials were extracted from: *Your Retirement Safety Guide*, National Retired Teachers Association and American Association of Retired Persons.

Falls

Older pesons have a tendency to fall. Tripping and turning suddenly are the two commonest causes. Eighty-five percent of all serious injuries resulting from accidents involving people age 65 and over are related to falls. One-fourth of such falls are attributed to visual impairments.[21]

Drop attacks are falls resulting from a blockage of the flow of blood to the brain, usually caused when the head is turned quickly or to an awkward angle, such as suddenly looking up.[22] Drop attacks occur frequently in older persons over the age of 75. While walking, sitting, or standing, the legs give way and the older person, feeling quite astonished, falls. Although frightening and unpleasant, drop attacks are harmless in and of themselves. However, any fall can result in broken bones for an elderly person.

COMPENSATORY PRECAUTIONS

There is very little that can be done to halt or reverse the organic, muscular, mobility and balance changes that occur in the elderly as part of the aging process.

However, many steps can be taken — many of them simple and inexpensive — that will adapt an elderly person's environment to these changes. These steps are presented below in several categories — those places and those situations — where the elderly are more injury prone and where a law enforcement officer might be able to make constructive safety-related recommendations and observations.

Safe Home Design[23]

1. Older persons can use furniture to assist them in moving safely around their homes. Recommend that they arrange furniture in a safe home design to allow smooth and safe traffic flow in all rooms. This will eliminate the hazard of falls and allow a quick exit in case of fire or other emergencies.

2. Well-trimmed shrubbery and trees can decrease the opportunity for prowlers to have easy cover.

Adequate Lighting

1. From the street and driveway to the entrance of the home (paying special attention to steps and stairways), adequate lighting will enhance personal safety and security.

Key Points:

- Six observations and suggested areas of safety to keep in mind or to incorporate with crime prevention measures for older persons are:

  Safe Home Design
  Adequate Lighting
  Bathroom Perils
  Kitchen Dangers
  Other Hazardous Areas
  The Older Pedestrian

- Also recommend that older pedestrians carry flashlights to maximize night visibility and illuminate dark keyholes.

2. Clear glass light fixtures can create problems with glare, since bulbs will show through.

3. Use night lights near the floors, especially in the bedroom.

Bathroom Perils

1. Nonslip finishes on the bathroom floor, tub and shower are a good preventive measure against falls.

2. Grab bars provide support for getting in or out of the tub.

3. Hot water can cause severe burns. A mixer faucet in the lavatory and a temperature-regulating valve in the shower can reduce such hazards.

Kitchen Dangers

1. Burner controls or other knob dials on appliances, marked with bright colors will help indicate "on," "off," and different settings.

2. Potentially hazardous household agents can cause poisonings if they are mistaken for food or beverages. They should be clearly marked or color-coded.

3. Changes in the ability to smell which accompany aging may preclude the older person's awareness of contaminated food in the refrigerator or a gas jet leak.

Other Hazardous Areas

1. An old floor may be warped or have loose, broken, or missing boards or tiles. Incorrect waxing or spilled liquids can make a floor too slippery. For these reasons, floors should be kept clear, level and clean.

2. Stairways may be steep and poorly lighted. Carpeting should be securely anchored. Uncarpeted stairs should be finished with non-skid paints or abrasives.

3. Old, unvented heating units in poor repair can cause fires or result in carbon monoxide poisoning.

The Older Pedestrian

1. If older persons must walk on roadways, advise them to walk on the left side facing traffic (unless this is a violation of local law) and make sure that their clothing does not blend with the background.

General Directions

Summarize the important points of the prepared materials and class discussions.

2. Extra time should be allowed for crossing if roadways are slippery and weather conditions are below par.

3. The elderly should be especially careful when walking in snow or on icy sidewalks; they should avoid carrying heavy loads in any type of weather.

SUMMARY

Physiological changes which occur as part of the process of aging include declines in muscular strength and dexterity, changes in the organ systems, and changes in the skeletal system of joints and bones.

As a result of these normal aging changes, older persons will become less mobile, more susceptible to serious physical damage from injuries and falls, and generally will require more time and have to consume more energy to compensate for these physiological changes.

In some instances, these changes make the elderly person more vulnerable to injury, whether from natural causes or crime-related causes. A simple activity like crossing a street can become a serious problem, fraught with risks, for an elderly person whose mobility has decreased and whose balance, or position sense, has been reduced with age.

Law enforcement officers, if aware of these physiological changes that occur in the elderly, can then recommend appropriate precautions that will reduce the risk of injuries to the elderly — recommendations that will make the everyday environment of the elderly safer and more secure.

LESSON THREE

LESSON THREE
OBJECTIVE:
To recognize psychological changes in learning, memory, other brain functions, and reactions to stress and loss that may accompany the aging process.

General Directions

The psychological aspects of aging are presented in four sections dealing with learning and intelligence, brain damage, reactions to stress and loss, and law enforcement response. This lesson will require two hours of instruction. To be sufficiently prepared, it will be necessary to read the text, think about it, and review it. Spend one hour on the first two sections. Prompt students to discuss the definition of old age and the heterogeneity of the older population. Emphasize the negative consequences of stereotyping senility. During the second hour, encourage student discussion about the stresses and losses common to older persons. Summarize each section before going on to the next instructional objective.

Key Points:

■ The stages of the life cycle are: childhood, adolescence, maturity and old age.

■ The definition of "old age" is often an arbitrary one.

■ "Older persons," "older adults," and "older Americans" are generally more acceptable terms than "elderly," "aged," or "senior citizen."

1. Robert C. Atchley, *The Social Forces in Later Life: An Introduction to Social Gerontology* (Belmont, California: Wadsworth Publishing Co., 1972), p. 16.

2. Florence E. Vickery, *Creative Programming for Older Adults. A Leadership Training Guide* (New York: Associated Press, 1972), p. 57.

Lesson Three
PSYCHOLOGICAL ASPECTS OF AGING

INTRODUCTION

In this lesson we will examine psychological aspects of aging, such as intelligence and memory, brain damage, stress situations and their impact on the emotions and behaviors of older persons.

In this lesson, perhaps more importantly than in others, it is necessary to clarify what is meant, and what is not meant, by "the elderly" or "the older person."

The answer to the question, "How old is old?" will depend upon who is asking the question, who is being asked, and why. Strictly speaking, a definition of old age is most appropriately based on the stages of the life cycle rather than on chronological age. The stage, not the age, is the more important consideration, even though it too has its limitations.[1]

Some people are robust at 70; others are on their death beds at 40. Most adults are "old" in some ways and "young" in others. Some older individuals with marked physical limitations are more youthful in their attitudes, face their problems more positively and manage their lives more independently than many of lesser years.[2]

However, for practical purposes, there comes a time when some age decisions must be made regarding what will constitute old age. For example, the Social Security Administration has established set ages for eligibility for certain benefits — age 62 for women and age 65 for men. Certain occupational groups, such as the military and law enforcement, are retiring personnel in their fifties. Some law enforcement agencies are using age 60 as a statistical line for collecting victimization data on the elderly.

Just as there is no chronological age to mark the beginning of old age, neither is there a commonly accepted word to describe the elderly. Some terms, such as "senior citizen," seem to be less desirable than others. At the present time, "older persons," "older adults," and "older Americans," seem to be more acceptable to more people than terms such as "elderly" or "aged." When addressing an older person or an older group, perhaps the best approach is to ask that individual, group, or group leader their preferences. Whenever possible, avoid evaluating older individuals solely by their chronological ages.

While it is good to be aware that all older people are to some extent individual, this in no way denies the fact that people have certain characteristics in common as a result of being old. We must identify this commonality and at the same time, respect individual uniqueness.

Key Points:

■ Older persons are the most heterogeneous group in our population. The student must tread a thin line between the acknowledgement of limitations on the one hand and succumbing to the stereotypes about old age on the other.

Instructional   To point out four age-related changes in the learning process.
Objective 1:

General Directions
3-3-1

Cite examples of how intelligence, reaction time, memory, motivation and learning ability can be important to the student. Show how interviews, programs and general assistance can be tempered for the older person.

Key Points:

■ Between the ages of 30 and 50, persons will show some difficulty in the ability to learn.

■ Major aspects of learning include:

- Intelligence

- Reaction time

- Memory

- Motivation

■ Intellectual decline in old age is largely a myth. Using the mind preserves it.

3. Alex Comfort, *A Good Age* (New York: Crown Publishers Inc., 1976), p. 119.

4. United States Department of Health, Education and Welfare, *Working With Older People - A Guide to Practice., op. cit.,* p. 28.

5. Jeanne C. Hallburg, "The Teaching of Aged Adults," *Journal of Gerontological Nursing,* 2, No. 3, May/June 1976, p. 15.

6. Paul B. Baltes and K. Warner Schaie, "Aging and I.Q. The Myth of the Twilight Years," *Psychology Today,* March, 1974, p. 37.

7. Carl Eisdorfer, "Resources for the Aged Reflect Strongly Held Social Myths," *The Center Magazine,* March/April 1975, p. 14.

8. United States Department of Health, Education and Welfare, *Working With Older People - A Guide to Practice, op. cit.,* p. 30.

Most important of all, it must be remembered that what really happens in psychological aging is complex and still unclear.[3] One fact is generally agreed upon — that variation in all attributes increases. From maturity onward, people become less and less alike. The aged represent the most heterogeneous group in our population.

LEARNING AND INTELLIGENCE

Age-related changes in the ability to learn appear to be small, even when sensory perceptions begin to decline with age. Some changes do take place, however. Usually, somewhere between the thirties and fifties, an individual will begin finding it more difficult to learn. The differences, however, are generally caused by other factors — problems with registering new information, controlling the attention span, motivation, general health status — rather than the native ability to learn.[4]

The ability to learn is a complex process. Four particularly important aspects of the learning process are intelligence, reaction time, memory and motivation.[5] On the following pages, these aspects will be discussed briefly, especially as they relate to older persons.

Intelligence

The concept of intelligence, as well as the instruments used to measure it, are usually defined in terms of the abilities and skills most important during youth and early adulthood.[6] For years, it was generally believed that a person's IQ tended to rise through youth and adolescence, reach a plateau in the thirties, and then, after forty, begin a slow decline. But in 1973, the Task Force on Aging of the American Psychological Association found that the facts contradicted this notion.[7]

Intelligence is measured by testing verbal skill, memory, spatial perception and arithmetic abilities. From these measurements, intelligence was found to vary with age in different ways. For example, mental abilities that require speed or that depend on immediate memory will show a greater decline with age than those abilities that are untimed or depend on experience. On the other hand, tests on general information, general verbal ability and arithmetic operations will frequently show evidence of increased capacity with age from the twenties to the sixties and beyond.[8]

Key Points:

■ Older persons will take longer to react to what they see than what they hear.

■ Reaction time will be longer in solving a complex task, but not a familiar one.

■ Redundant inquiry made by an older adult often gives the inaccurate impression of poor learning. With sufficient reaction time, older persons will process new information and will learn. The learning process will take longer.

■ Learning situations are usually infrequent occurrences in an older person's everyday living. They can be very uncomfortable and reluctant to participate.

■ Memory involves a three-step process:

    1. Formation

    2. Storage

    3. Retrieval

■ There are indications that items in long-term memory are never forgotten.

■ Extrinsic factors affecting the memory are:

    - Outside interference

9. Paul B. Baltes and K. Warner Schaie, *op. cit.*, p. 36.

10. Arthur S. Freese, "Health in Our Later Years," *NRTA Journal* (May-June 1976), p. 21.

11. Jack Botwinick, *Aging and Behavior, a comprehensive integration of research findings* (New York: Springer Publishing Company, Inc., 1973), p. 92.

12. *Your Retirement Psychology Guide,* National Retired Teachers Association and American Association of Retired Persons, 1973, p. 15.

13. Richard A. Kalish, *op. cit.*, p. 36.

Reaction Time

Older persons appear to need more time to process information; they will take more time than a younger person to make a response. Reaction time is measured from the time a stimulus is presented until the beginning of a response to it. At age 65, about 12 to 15 percent of men are slow reactors, compared to only 5 percent of men at age 30.[9] Visual reaction time is generally slightly longer in older adults than auditory reaction time.[10] Reaction time is an important part of problem solving. The elderly person will require a greater reaction time to complete a complex task calling for a new response than to complete a familiar task with a simple response. This may be due in part to a different approach the elderly person takes to problem solving — relying more on his experience than on a new analysis of the situation. At any rate, his ability to solve a problem will affect his ability to adapt to a changing environment.

Redundancy of inquiry — the older person's asking a question that has already been asked and answered — is another common symptom of difficulty in processing new information. This, too, causes a slowdown in reaction time, affecting problem-solving ability.

Studies have shown that older adults can become physiologically upset or over-aroused in a learning environment. They are also more reluctant to volunteer answers that could be wrong.

This may leave the appearance of cautiousness or conservatism in older adults, which should not be mistaken for rigidity or the inability to respond or react.

Memory

Memory is an important part of the ability to learn. There is, however, little relationship between memory and intelligence.[11] The memory process can be described as a three-step process involving information formation, storage and retrieval that may range from short-term (seconds or minutes) to long-term (months or years).

Memory lapses in the elderly, when they occur, tend to be short-term, not long-term. Even with short-term memory, studies show that extrinsic factors, more than the memory itself, may be the reason for short-term memory losses; studies of simple, immediate short-term memory show only slight evidence of decline with age, and perhaps none at all.[12]

Some of the extrinsic factors affecting the memory are:

● Outside interferences, such as extraneous noise, movements of others in and out of the learning situation, simultaneous activities going on, and irrelevant stimuli competing for the elderly person's attention.[13]

Key Points:

- Conflicting information

- Irrelevant information

- Unorganized information

- Illness, drugs, alcohol

■ An older person will generally be less open to learning tasks which are not meaningful.

■ The older person's emotional detachment from his roles and activities is not necessarily a sign of lack of motivation.

■ Healthy older persons retain the ability to learn.

Instructional
Objective 2:   To describe common symptoms of brain damage.

General Directions

The comprehension of acute and chronic brain damage vs. senility are very important. Understanding that senility's characteristics are present at other ages can help the student avoid stereotyping older persons as senile.

Key Points:

■ Brain damage is not highly prevalent in the older population. However, many of the older persons coming to the attention of law enforcement officers may have brain damage.

■ Causes of brain damage include:

- Aging

- Head injuries

- Intoxicating drugs

- Infections

- Disturbances in metabolism

3-3-2
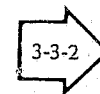
14. Dr. Leon A. Pastalan, *op. cit.*, p. 7.

15. James H. Barrett, *Gerontological Psychology* (Springfield, Illinois: Charles C. Thomas, 1972), p. 74.

16. Alex Comfort, *op. cit.*, p. 73.

- The older person's unwillingness to accept and internalize "new" information which conflicts with his own experiences.
- Information that appears irrelevant, insignificant or of little value to the person.
- Information that is being presented in an unorganized manner or is not sufficiently impacting the visual and hearing senses.
- Illness, drugs and alcohol.[14]

Motivation

Starting at about age 68 a noticeable decrease in motivation is common. As was stated earlier, motivation is an important part of the learning ability. Because of lessened motivation, an older person may be less ready to learn, especially to learn tasks which are not meaningful. (Meaningful tasks are tasks which are personally relevant to the older person's past and present.)

Although older adult motivation may change as different needs are fulfilled and others take precedence, there are certain needs which are lifelong. Among these needs are the following: contact with reality, harmonious reactions to reality, increased self-direction and a balance between success and failure. Older persons may exhibit an emotional detachment from their roles and activities that is not found in younger persons;[15] however, this detachment is not necessarily a sign of lack of interest or motivation.

In short, while there are some learning differences between the young and the old, there is no change in the ability of healthy people to learn up to and beyond the ninth decade of life. There is strong evidence that, as with other capacities, using the mind preserves it.[16] Intellectual decline in old age is largely a myth.

BRAIN DAMAGE

The brain coordinates and controls the body's physiological processes. It is also the primary source of learning, memory, thinking, perception, attention and comprehension. Extensive brain damage impairs all these functions somewhat.

The most common cause of brain degeneration is aging. However, any significant declines in the brain's functional capacity will not generally occur before the age of 65. Even at the age of 65, the changes are generally very gradual.

Other causes of brain damage are head injuries, intoxicating drugs, infections and disturbances in metabolism, such as diabetic coma. (Short-term delirium is often found in older persons

Key Points:

■ Common symptoms of brain damage are:

- Disorientation

- Memory loss

- Comprehension defects

- Weak intellectual ability

- Behavior impairment

■ Acute and chronic brain damage are often confused.

■ Acute brain disorders are potentially reversible.

■ Chronic brain disorders are irreversible and permanent.

17. Richard A. Kalish, *Late Adulthood: Perspective on Human Development* (Belmont, California: Wadsworth Publishing Co., Inc., 1975), p. 67.

approaching or recovering from a coma, intoxicated, or with a high fever. Delirium symptoms include confusion, disorientation and incoherence. Perceptual problems occur: for example, persons will be improperly identified; stimuli incorrectly interpreted; and hallucinations will occur.)[17]

The most common symptoms of brain damage are:

1. Disorientation about time, place or person.

2. Mild to severe memory loss, impairment of immediate recall.

3. Defects of comprehension, difficulty in assimilating new experiences.

4. Weak intellectual ability, simple calculations or simple items of information are incorrectly assessed.

5. Behavior impairment, emotionality, and deterioration ranging from minimal to vegetative existence.

Once brain damage has happened, the person will suffer stresses. The stresses will bring about personality changes. These changes vary, ranging from suspicion, passive dependence, egocentricity, rigidity and irritability to complete neurotic or psychotic reactions. The behavior patterns originating during periods of brain damage may persist. If brain damage is acute (temporary), it may be reversible. If the brain damage is chronic, it is permanent. Because symptoms are so similar, acute and chronic brain damage are often confused.

Acute Damage

Acute brain disorders are potentially reversible. Recovery can occur, if properly treated. Alcohol and drug intoxication, head injuries, infections and diseases can cause acute brain disorder.

Chronic Damage

In chronic brain disorders, the brain damage is irreversible and permanent. Brain function will progressively decline. The two most common causes of chronic brain disorder are senile dementia brain change and cerebral arteriosclerosis, but these generally will not occur until after 65 or 70 years of age. Alcoholism and convulsive disorders can damage the brain and cause chronic brain disorder. Syphilitic infection was once a widespread cause, which antibiotic drug treatment has greatly reduced.

Key Points:

■ Senility is a much-abused term which does not apply to most older persons.

■ Forgetfulness, confusion and other characteristics often associated with senility, do not affect all parts of the personality.

■ Recommend that the student attempt to reorient an older person in a confused state of mind by talking about everyday ordinary things.

Instructional   To explain how stress and loss can affect the behavior and mental health of
Objective 3:   older persons.

General Directions

3-3-3

In this section emphasize the great number of simultaneous stresses and losses with which an older person must cope. Solicit student participation centering around their attitudes and reactions to older persons' behaviors and instances where law enforcement involvement would occur.

Key Points:

■ Failure to adapt at any age can result in physical or emotional illness.

■ The older person must find adaptive techniques to adequately cope with the accumulating stresses and losses within his body as well as from his environment.

■ Ask students to suggest adapative coping techniques an older person could use to minimize stresses associated with physical problems, retirement, loss of spouse and friends, and reduced social status.

18. Gerald J. Fields, *op. cit.*, p. 4.

19. *Ibid.*, p. 3.

20. Robert N. Butler and Myrna I. Lewis, *Aging and Mental Health* (St. Louis, Missouri: The C. V. Mosby Co., 1973), p. 18.

21. Carl Eisdorfer and M. Powell Lawton, *The Psychology of Adult Development and Aging* (Washington: American Psychological Association, Inc., 1973), p. 495.

The word senility is no longer acceptable to most medical and psychological professions. These professions now recognize that some declines in an elderly person's learning ability, in his memory, or in his ability to adapt easily to new situations do not affect other healthy parts of the personality — the understanding and appreciation of basic everyday realities such as seasonal changes, what makes the flowers grow, the history of our country.[18]

Because people have erroneously associated senility symptoms (forgetfulness and confusion) with the aging process, older people were seldom regarded as sick until they became very sick, unlike younger persons with similar symptoms who would be encouraged to seek medical help.[19]

REACTIONS TO STRESS AND LOSS

Stress and conflict are desirable for growth and maturation throughout one's lifetime. Mental health describes the state of being in which a person is likely to succeed in adapting to stress, trauma and loss. Failure to adapt at any age can result in physical or emotional illness.[20]

As a person ages he will have to cope with accumulating losses and stresses. At the same time, the physical and mental energy needed for coping is diminishing. As the body ages, sensory perceptions, muscular strength, and mobility and balance change. Intellectual abilities, speed of response and memory also are changing. The older person must find adaptive techniques to adequately cope with the stresses and losses within his body as well as from his environment. He must preserve self-esteem, avert further disorganization and maintain order and equilibrium in his life. A changing marital role, family relations, and retirement can profoundly affect the older person's self-concept, his responsibilities and preoccupations. At the same time, the older person must continue to meet the basic needs — a decent place to live, good diet, adequate income, clothing, friendship and a sense of usefulness. The individual's ability to fulfill these basic needs independently becomes more taxing as physical capacities decline and, in some cases, income diminishes.

Other changes contribute to the stress load. The loss of spouse and old friends as well as the approach of one's own death add stress. The increases in violence and crime occurring over the past few years have been a source of much stress to many older persons, particularly those who live in changing city environments.[21] But one of the most stressful factors in an older person's life is becoming dependent and losing control over one's own life.

The losses and stresses of old age are real and inescapable. Preventive measures and direct solutions are not usually available. *Yet most older persons manage to adjust.* Adaptive coping

Key Points:

- Grief and depression are common in the aged.

- It matters little whether a loss is real or imagined. Both contribute to the older person's stress load.

- Anxiety is an energy-draining response often related to the general problem of growing old.

- Grief resolution requires acceptance of a new (and generally less desirable) situation.

22. Gerald J. Fields, "Senility and Remotivation: Hope for the Senile?" *The Journal of Long-Term Care Administration*, IV, No. 3, pp. 1-2.

23. Alex Comfort, *A Good Age* (New York: Crown Publishers, Inc. 1976), p. 39.

techniques act to reestablish the equilibrium that was disturbed by a loss. In adaptive coping, older persons will correct treatable physical problems. To preserve independence and self-reliance, they will prepare for retirement. To counteract the impact of limited income, reduced social status and feelings of personal worth, they may cultivate new careers, part-time work or avocational interests. Friends will be maintained or replaced. Participation will continue in a wide variety of activities, including volunteer work.

Since the experience of loss is inevitable, grief and depression are common to the aged. Even the anticipation of losses causes internal stresses for the older person. The warning signal of these internal stresses is felt as anxiety. It matters little whether the loss is real or imagined. In fact, imagined losses contribute to even greater internal stresses, and thus even greater anxieties. Imagined losses can impair the older person's capacity to evaluate reality and to adjust psychologically. Anticipation of an impending loss is frequently more frightening than actuality.

Anxiety is a complicated psychophysiological response. Physiological symptoms which accompany anxiety include: muscular tenseness, restlessness, rapid heart rate and excessive sweating. These are body signs of preparation for fight or flight. The psychophysiological response to anxiety changes with age. Anxiety in old age may be related not to a specific event but to the more general aspects of growing old. Older adults experience many situations which produce anxiety and not very many situations which reduce anxiety.[22]

The normal emotional reaction to a loss which actually occurs is grief. Grief involves a clear, conscious recognition of an actual loss. After feeling the initial shock of the loss, there may be recurring periods of crying and waves of sadness. For example, grief from the death of a loved one may be felt from three to twelve months before the impact of the loss begins to subside and energies may be directed to new interests and people. Grief resolution requires acceptance of the new situation. However, resolution may be difficult or impossible when the older person has mixed feelings about the loss. In the case of the death of a spouse, the partner may have a sense of relief mingled with the desolation of losing a companion. This may not be recognized and the survivor may feel guilty at the lack of proper emotion.[23] When grief is prolonged and it gains momentum, it may merge into a depression.

There are no healthy ways and means to postpone coping with loss. This process is called maladaptation. The less fortunate will evade or deny the realities of physical decline, and turn to others for support with mixed feelings of dependence and resentment. Those who in their earlier years succeeded in making only marginal adjustments may manifest more marked problems in later years.

Key Points:

- Common maladaptive coping techniques are to:

    - deny the problem exists.

    - exhibit anger and protest.

    - withdraw from activities or from people.

    - become dependent.

- To perform satisfactorily, the officer needs to be able to recognize the symptoms of mental disorders in the elderly, as well as techniques to deal with them.

- Only five percent of the older population is institutionalized for mental disorders.

- Psychological mental disorders may persist from youth and adulthood or they may first appear in old age.

24. Robert N. Butler, "Successful Aging and the Role of the Life Review," *Journal of the American Geriatrics Society*, XXII, No. 12 (December, 1974), p. 530.

The most common maladaptive coping techniques to be found among the elderly are to:

- deny the problem exists. For example, the person may choose to ignore the obvious physiological changes which accompany age.

- exhibit anger. Anger, seeking a scapegoat, is often directed at others or the environment. The person operates under the illusion that an aggressive counterattack will restore his loss; he may feel generally irritable and agitated or have periodic outbursts of hopeless rage.

- withdraw from activities or from people. This may be an escape reaction; a move away from reality. Over an extended period of time, it may represent surrender.

- become dependent. The elderly person may feel overly helpless and unable to care for himself.

Although maladaptive coping techniques do not enhance mental health, they are not mental disorders. Generally, little attention need be given to maladaptive behavior as long as it is not significantly offensive, harmful or distressing to the individual and others. However, extended maladaptive behavior increases the possibility that an individual may experience mental disorder.

Mental Disorders

Although many law enforcement officers do not view dealing with persons who have mental disorders as one of their obligations, many people do. The community expects law enforcement to deal with mentally disordered persons because of the potential for violence and their frequent disturbance of public order. In such cases, the officer is expected to resolve problems rather quickly and usually without much information about the individual's past history. To perform satisfactorily, the officer needs to be able to recognize the symptoms of mental disorders in the elderly, as well as techniques to deal with them.

Contrary to popular belief, few older individuals ever become institutionalized in mental hospitals.[24] Less than five percent of the older population is institutionalized for any reason. Of those who are, rates show greater numbers of widowed, single, and divorced persons than married persons. *The overwhelming majority of older persons live normal, emotionally stable lives.*

The psychological mental disorders of old age may persist from youth and adulthood or they may first appear in old age. These two kinds of psychological mental disorders are called carry-over and age-specific. With carry-over mental disorders, the psychological conditions are

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Key Points:

■ Mental disorders may be classed as neurotic, psychotic or schizophrenic.

■ Depressive neurosis is the most common neurosis in the aged. It is often caused by bereavement or mandatory retirement.

■ Two symptoms of depressive neurosis are hypochondriasis and fatigue.

■ Obsessive compulsive neurosis is the second most common neurosis in the aged. Rather than abolishing unacceptable thoughts, the older person will have a compulsion to perform certain rituals.

■ Phobias are almost always harmless.

■ Dissociative neurosis is characterized by amnesia or a dream-like state of mind.

25. The majority of references to psychological mental disorders were extracted from Adriaan Verwoerdt, M.D., "Clinical Geropsychiatry," *Health United States, 1975,* U.S. Department of Health, Education & Welfare Public Health Service, DHEW Pub. No. (HRA) 76-1232, pp. 60-68.

26. James H. Barrett, *Gerontological Psychology* (Springfield, Illinois: Charles C. Thomas, 1972), p. 105.

brought into old age and are usually modified to some extent by the aging process. In age-specific mental disorders, psychological conditions appear for the first time in old age.

Generally speaking, mental disorders may be classed as neurotic, psychotic or schizophrenic.[25]

Neurotic Disorders

The neurotic experiences internalized fears. In attempting to hide rather than to abolish unacceptable thoughts, feelings, or urges, a neurosis develops. There are four types of neurotic disorders: depressive, obsessive compulsive, dissociative and conversion. The first of these, depressive neurotic disorders, are most common in the aged. The two common symptoms of the depressive neurosis are:

- Hypochondriasis, an abnormal anxiety over one's health. Some older adults will feel ill rather than acknowledge failure. This symptom is more common in women and is quite difficult to change.

- Feelings of fatigue, abdominal and cardiorespiratory distress.

Many older persons suffer brief depressive periods. Two of the more common causes of a depressive neurotic reaction in old age are: (1) bereavement, especially loss of spouse; and (2) mandatory retirement. If the older adult fails to recover from depression, the entire future can be jeopardized.

Obsessive compulsive neurotic reactions are the second most common in the aged. Thoughts that may be undesirable to the older adult may persist, and as such, may result in compulsive behavior, such as rituals.

In many cases, the neurosis will focus on one object or situation and this will then be considered a phobia. These are almost always harmless and are reflected in dress, performance and the rejection and/or fear of objects, people or situations.[26]

Conversion neurotic disorders are rare in all age groups. The individual will convert anxieties into physical symptoms.

A dissociative neurotic disorder is often difficult to distinguish from a psychosis because of the disorganization of the personality. The anxiety of unacceptable impulses are channeled into amnesia or a dream-like state of mind.

Key Points:

■ Psychotic disorders and their symptoms are:

	Psychotic disorders	Symptoms
1.	Involutional psychosis	auditory hallucinations, depressions or paranoia
2.	Manic depressive psychosis	uncontrollable periods of depression and/or ecstacy
3.	Psychotic depressive	depression, hopelessness, guilt and delusions

■ Persons age 65 and over account for thirty-five percent of all suicides, even though they represent only ten percent of the population.

■ White males age 75 and over have the highest suicide rate.

■ It is very rare for an older person to fail in a suicide attempt.

27. " 'Research and Aging' Theme of 28th Gerontological Society Meeting," *Aging* (January 1976), pp. 18-19.

28. Robert N. Butler and Myrna I. Lewis, *Aging and Mental Health* (Saint Louis, Missouri: The C. V. Mosby Co., 1973), p. 12.

29. United States Department of Health, Education and Welfare, *Working With Older People - A Guide to Practice. Vol. II: Biological, Psychological & Sociological Aspects of Aging,* U.S. Public Health Service, 1970, p. 34.

30. Robert A. Matthews and Lloyd W. Rowland, *How to Recognize and Handle Abnormal People* (Arlington, Virginia: The National Association for Mental Health, Inc., 1954), p. 17.

31. *Ibid.*

Psychotic Disorders

A neurotic may build castles in the air, but the psychotic lives in them. Psychosis is a mood disorder. Psychotic disorders are characterized by extensive disorganization of the personality and ineffective (unsuccessful) efforts to adapt. The key element of psychotic disorders is a failure to correctly assess reality. It is in the psychotic disorder where delusions, hallucinations and suicidal tendencies can arise.

There are three kinds of psychotic disorders: involutional, manic depressive, and psychotic depressive. Of the three psychotic disorders, the psychotic depressive deserves special mention. Depression, hopelessness, guilt and delusions are its primary symptoms. When the deepening depression becomes disorienting, the individual may cut himself off from society and comtemplate suicide. Some psychotics may have contact with law enforcement officers when they contemplate suicide.

Suicide

The high frequency of depression in the older population is not widely recognized. Thirty-five percent of all known suicides occur among persons 65 years and older, who account for only 10 percent of the population.[27] In the older population, suicide rates for women rise in middle years (45-65) and then decline.[28] For men, suicide rates rise sharply and consistently with age. Rates of suicide are higher for whites than for non-whites. The highest incidence of suicides is among white males over the age of 75; it is more than seven times that of young adults in their early twenties.[29]

In the general population, not more than one in ten succeeds in the first suicide attempt.[30] But persons attempting suicide are more likely to succeed if over 50. It is very rare that anyone over 65 years of age fails in a suicide attempt.

Suicide is an action which is precipitated by stressful events and much deliberation. The violent methods chosen by older men leave little doubt of their serious intent.

A potential suicide is a depressed individual who needs psychiatric treatment. It may be the responsibility of the law enforcement officer to explain to the individual and/or to relatives that treatment is needed, and to insist that a physician be called to determine whether or not a person needs to be taken to a hospital.[31]

Key Points:

■ Some paranoid schizophrenics may become dangerous when they retaliate against "enemies."

■ The catatonic schizophrenic has the same symptoms in all age groups.

■ The paraphrenic's hallucinations are intermittent; but as years go by their adjustment becomes more and more brittle.

■ Mental disorders may improve or worsen with age.

Instructional Objective 4:   To list ways to deal with psychological changes occurring in older persons.

General Directions

The effectiveness of law enforcement response will vary extensively from department to department. However, the individual officer can sometimes make an important contribution.

Key Points:

■ Discuss:

1. Does your department have a written policy on how to handle mentally disturbed persons?

2. If you have a written policy, does it apply only to procedures and give no advice on how to deal with the individual?

3. Do you have an ordinance or a legal statute applicable for dealing with mentally disturbed persons?

4. What do you think you need to deal more effectively with these situations?

5. Are any of the trainees aware of court decisions pertaining to police handling of mentally disturbed persons?

There are no easy solutions to law enforcement response involving mentally disturbed persons.

32. James H. Barrett, *op. cit.,* p. 108.

33. Adriaan Verwoerdt, *op. cit.,* pp. 63-64.

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Schizophrenia

Late life schizophrenia portrays behavioral, intellectual and emotional deviance. It is an attempt to escape from tension and anxiety by abandoning realistic interpersonal relationships and in their place, constructing delusions and hallucinations. These people are typically apathetic, seclusive, rejective of social contact, dull and unresponsive. Three forms of schizophrenia are common in old age: paranoid schizophrenia, catatonic schizophrenia, and paraphrenia.

Paranoid schizophrenia can appear in the middle adult years. Delusions of persecution or grandeur and auditory hallucinations are common. The paranoid schizophrenic distrusts everything. By feeling constantly threatened, some paranoids may become dangerous when they attempt to retaliate against "enemies."

The catatonic schizophrenic frequently holds himself in a painful and rigid posture for hours and shows no response to physical discomfort. He does not respond to sound or sight, nor to pressure or pain. While oblivious to all outside stimulation, he is usually preoccupied with hallucinations of whispered voices that threaten, together with horrible sounds and visions.[32]

Paraphrenia commonly occurs in old age. It is characterized by paranoid delusions and frequent auditory hallucinations. The paraphrenic is typically a single or widowed isolated female; she has few close relatives and a small family. Hearing loss or deafness is quite common. The paraphrenic often believes that she is drugged, or that her body is being assailed. She hears threatening voices, obscenities and loud noises. She may live a long time and generally does not recover.[33]

Finally, personality disorders may improve or worsen in aging. An individual with mild schizophrenic tendencies may feel more comfortable in the loneliness of old age. On the other hand, a severe schizophrenic may become a recluse living on the margin of reality.

LAW ENFORCEMENT RESPONSE

Law enforcement officers cannot be expected to be experts on the psychological aspects of aging. Nevertheless, in the course of their duties, they will be called upon to respond to situations involving older persons as complainants, as victims, or simply as persons in need of help. In many instances, the police are the first to respond; in some instances, they are the only public agency response to the problem. If the older person is manifesting symptoms of brain damage or of severe emotional distress, the law enforcement officer will be expected to recognize these symptoms and to deal with the older person appropriately.

General Directions

Summarize the main points of class discussions and text.

34. Arnold P. Goldstein, Phillip J. Monti, Thomas J. Sardino and Donald J. Green, *Police Crisis Intervention* (Kalamazoo, Michigan: Behaviordella, Inc., 1977), p. 68.

In this section of the lesson on the Psychological Aspects of Aging, some suggested appropriate actions are offered for discussion.

Each law enforcement officer should know well those portions of the state's statutes that define the authority and responsibilities of the law enforcement officer with regard to persons suffering from mental disorders. Individual jurisdictions may also have specific regulations on mental cases, or will have either established policy or informal procedures for the voluntary or involuntary admission of persons to psychiatric facilities. The individual officer needs to be familiar with these regulations and procedures.[34]

Some responsible person within the law enforcement agency — if not the individual officer — must be aware of and maintain a working liaison with those referral agencies within the community that are equipped and trained to deal with older persons who are suffering from brain damage or mental disorders.

Each law enforcement officer must be prepared and willing to make extra efforts to communicate effectively with older persons. This may require additional "listening time" on the officer's part or require the use of visual as well as speaking techniques to present his message clearly. Patience and sensitivity to the older person are especially important.

SUMMARY

The older population is more heterogeneous and is characterized by more individual differences than any other population grouping. There is no chronological age or developmental stage that clearly marks the beginning of old age. The commonalities of the older population are outweighed by the differences of its individuals.

This is particularly evident in the study of the psychological aspects of aging. True, as a person ages he can expect an accumulating build-up of losses and stress, occurring at a time when his own physical and mental energies are diminishing and when his economic and other supportive resources may be declining.

The large majority of older persons learn to adapt to these changes. But, from time to time, maladaptation will be encountered among the elderly, as will mental disorders — some of them serious.

By and large, however, the intelligence and the memory of older persons remain healthy and active. Learning new things may be more difficult for the elderly; and response time, so essential in problem-solving situations, may have slowed.

Law enforcement response to older persons manifesting symptoms of brain damage or severe emotional stress requires an understanding of the psychological aspects of aging. In many situations, the officer needs patience and sensitivity to deal appropriately with older persons.

MODULE FOUR

THE OLDER PERSON AS A VOLUNTEER IN LAW ENFORCEMENT

MODULE FOUR OBJECTIVE:

To design an approach toward implementing an elderly volunteer program in a law enforcement agency.

LESSON ONE
OBJECTIVE: To provide information on issues that need to be considered in deciding whether a law enforcement agency could benefit from recruiting elderly volunteers.

Instructional
Objective 1:   List specific advantages an elderly volunteer program can bring to a law enforcement agency.

General Directions

Introduce students to trends within volunteering and to the advantages brought by elderly volunteers. We begin by presenting advantages since we are breaking new ground in law enforcement. Remember that ultimately you are leading students in an analysis of steps in a decision. (Hence, after presenting advantages, problems — or possible disadvantages — are examined. While students must see advantages of volunteering and possible positive approaches for overcoming problems, the option of not recruiting elderly volunteers must be left open in the event that problems cannot be resolved.) Supplement training material with your own examples, perhaps from the daily newspaper. Ask students to provide examples. Stimulate as much student participation as possible to evoke their interest from the very start.

4-1-1

Key Points:

■ Over a ten-year period from 1965-1974, volunteering increased six percent.

■ Volunteers come from all strata of society. Even the poor and the unemployed do volunteer work.

■ The economic reason for volunteer participation: society cannot pay for all desired services.

■ The democratic factor is the opportunity for citizens to take an active role in society's affairs.

■ Volunteer involvement gains community support for law enforcement activity.

4-1-2

1. U. S., ACTION, *Americans Volunteer 1974*, pp. 3-4.

Lesson One

ELDERLY VOLUNTEERS IN LAW ENFORCEMENT: ASSESSING THE POTENTIAL

INTRODUCTION

In this lesson, we will examine those issues a law enforcement agency needs to consider before deciding whether to recruit elderly volunteers. These issues can be summarized under the following four headings:

1. Recent trends in volunteering and with law enforcement

2. The advantages of recruiting elderly volunteers

3. Possible problems with elderly volunteers, with suggested approaches on how to deal with these problems

4. Potential roles for elderly volunteers

VOLUNTEERS AND LAW ENFORCEMENT

Trends Within Volunteering

Volunteering is on the increase. In 1965, 18 percent of the American population participated as volunteers; in 1974, 24 percent participated. This is one out of every four Americans over the age of 13.

To get some idea of the extent of volunteering, volunteers average nine hours a week on their individual projects, which is the equivalent of 3,500,000 people working full time for one year. Every economic, educational, and social level contributes its share to the volunteer population. Twelve percent of Americans below the family income level of $4,000 do volunteer work. Seventeen percent of persons unemployed volunteer in some role.[1]

Volunteering has become a critical element of life in the United States. It has its own merit as a means of developing one's own talents. Volunteering has increased because the demand for services in our society outstrips our ability to pay for them — an economic reason for increased volunteer participation.

However, there are other reasons for the increase. Volunteering fosters the democratic process by providing citizens with active roles in society's affairs. It mobilizes and brings forward additional human resources within society. By bringing citizens into their work, the various agencies establish new contacts with the community they serve. The community support generated by volunteers enhances the performance of the agency rendering public service.

Key Points:

- Limited tax dollars and increasing service demands require scrutiny for more efficient means of delivering services.

- Transferring some law enforcement duties to para-professionals and volunteers is an effective way of managing police work more efficiently.

- The role of law enforcement professionals, especially patrol officers, will be enhanced as they become "managers of community resources."

- Volunteers enable patrol officers to take on managerial skills which may be remunerated at a higher rate than direct service.

- The elderly are available as volunteers.

Law Enforcement Interest in Volunteers

There are particularly good reasons why the service of volunteers should attract the attention of law enforcement agencies. One reason centers around the reality that tax dollars are limited. Despite increasing tax dollars the demand for police services is growing also and the tax dollar does not buy the same amount it once did. This will require state and local governments to look for more efficient ways to deliver all public services. Law enforcement agencies will not be able to escape an increasingly critical review from decision makers.

In recent years police have attained higher wages and extended benefits, justified by an increase in educational and skill levels. As police achieve an even higher professional status, the demands in pay, benefits, working hours and conditions will probably rise to the point that the professional law enforcement officers will be a very costly item in comparison with other local government services. Hence, their work will have to be managed in the most effective and efficient way, meaning that some of their duties might have to be transferred to para-professionals (see glossary) and to volunteers.

One way police administrators can get a step ahead of budget cutting, arbitrary layoffs, and resistance to increased salary and benefits is by having their officers, including patrol officers, shoulder more administrative responsibility and become effective "managers of community resources." Rather than deliver personally every service, patrol officers can delegate responsibility for specific tasks to volunteers. This will require using management skills for recruiting, supervising, and on-the-job-training of volunteers.

The skills and responsibilities involved in becoming "managers of community resources" *will enhance the role of the law enforcement professional*, especially the patrol officer. It is quite possible that law enforcement agencies, after experiencing the effectiveness of volunteer programs, under professional direction will begin to reward these skills and responsibilities with higher salary and status opportunities.

ELDERLY VOLUNTEERS

The Elderly Volunteer: Advantages

Older citizens in the United States constitute a valuable resource for law enforcement agencies. Here are some reasons why.

- The elderly are available as volunteers. This is true of most communities in the United States. There are more than 40 million Americans 55 years old or older. That's 20

Key Points:

- The elderly are skilled.

- The elderly are conscientious.

- The elderly are dependable.

- The elderly are experienced.

- Some elderly are a community-relations resource.

- The elderly are sensitive.

- The elderly are advocates.

2. James E. Birren, *Training*, Background Paper for 1971 White House Conference on Aging (Washington: U.S. Government Printing Office, 1971), p. 22.

3. Ethel Percy Andrus Gerontology Center, *Releasing the Potential of the Older Volunteer*, A Monograph of the Older Volunteer Project (Los Angeles: University of Southern California, University Park, 1976), p. 59.

percent of the total population — one of every five persons — a percentage that is increasing year by year. Few programs to date have thought through goals, perspectives and timetables that have taken full advantage of this volunteer resource. Moreover, as they reach retirement age, the elderly generally no longer face the time and energy-consuming responsibilities of full-time work or raising a young family. They live in our communities. They have time to give, and are available as volunteers.

- The elderly are skilled. At least half of the persons in this "retired" category already have the skills to serve as volunteers, or can easily be trained to do so.[2]

- The elderly are conscientious. The majority of today's elderly population has retained the work ethic and quality workmanship standards which characterized much of this nation's growth from the 1930's through the 1960's. They appreciate the opportunity for involvement, and are conscientious about carrying out assignments.

- The elderly are dependable. Volunteer programs throughout the United States have demonstrated the punctuality and dependability of elderly volunteers. They possess the patience necessary to stick with a task — the result of maturing experiences of their earlier years. Once a reasonable schedule has been worked out, the elderly show up on time; and they stick to a job until it is completed.

- The elderly are experienced. They bring along a wide range of experience, knowledge, insights, know-how and personal contacts to their work.[3] They manifest more of an interest in getting the job done than they do in agency politics or day-to-day bureaucratic practices.

- Some elderly are a community-relations resource. Often they have personal contacts in business, industry, government, and the local community, developed over their life and work in the area. They are quite capable of forming groups of elderly persons to support law enforcement programs.

- The elderly are sensitive. The elderly often possess a sense of local history — unknown to and sometimes unappreciated by younger professionals. The elderly, unlike some younger persons, are sensitive to the need for the peace-keeping and law enforcement mission.

- The elderly are advocates. Elderly volunteers become enthusiasts for the work they do and for the staff with whom they work. They also stimulate new ideas. Not dependent on their volunteer jobs for economic or status reasons, they can raise subjects that may be taboo to regular employees. Elderly volunteers appreciate the system and its

Instructional   List potential problems that may be encountered in elderly volunteer
Objective 2:   programs.

General Directions

Present potential problem areas. Help students examine problems that may arise from an elderly volunteer program. The students should acquire some knowledge of solutions to these problems. Hence, present some approaches toward solving each of the problems listed.

Key Points:

■ General problem areas, common to all volunteer programs, include:

1. Costs

2. Management control

3. Volunteer-employee relationships

4. Liability situations

■ If volunteers are older persons, potential problem areas are:

- Additional costs: needed to reimburse elderly volunteers who live on fixed incomes.

4. For further information on assets of older volunteers: Janet S. Sainer and Mary L. Zander, *Serve: Older Volunteers in Community Service - A New Role and New Resources* (New York: Community Service Society of New York, 1971), pp. 259-263.

5. Mary M. Sequin, *The Dynamics of Voluntarism and Older Volunteers: A Mini-text*, Prepared for Older Americans Volunteer Program (Washington: ACTION, August, 1973), p. 20.

resources. They don't hesitate to make suggestions for improvements that may not be obvious to staff locked into day-by-day work.[4]

PROBLEM AREAS WITH ELDERLY VOLUNTEERS

Common Problems

Certain problem areas will need consideration to avoid potential pitfalls in the use of volunteers. Some of these problem areas are fairly obvious in any volunteer program. At a minimum, four common problem areas need to be addressed.

One, costs. While volunteers provide time and service without salary, there are costs involved, and they must be identified and included in the agency's budget.

Two, management control. Supervisors may need to learn and apply different management techniques in order to maintain the discipline and performance levels needed to accomplish tasks.

Law enforcement agencies often raise concerns about professionalism and quality of service rendered. The agency will have to guard against the tendency of certain individuals to become "officious" volunteers. The police image and the community itself could suffer damage from poorly trained and poorly supervised volunteers.

Three, volunteer-employee relationships. Salaried employees will sometimes look at volunteers as a threat to their professional status or to their job security.

Four, liability situations. The law enforcement agency can become involved in lawsuits arising out of the activity of volunteers, the same as with other staff.

These are important issues. They cannot be overlooked in reaching the decision whether or not to involve volunteers in law enforcement work.

Because they are so important, these four problems will be covered in detail in other lessons.

Special Problem Areas for Elderly Volunteers

If the volunteers are older persons, other potential problem areas need to be considered.

- Additional costs. Most retired volunteers have to manage on fixed (and often very limited) incomes. Incidental expenses, such as lunch money, public transportation fares, parking fees, mileage for use of personal car, and increase in personal insurance premiums necessitated by volunteer work may have to be provided for the elderly volunteers. It is unrealistic to expect them to provide out-of-pocket expenses.[5]

Key Points:

- Transportation needs: the elderly often no longer have their own cars.

- Physical problems: due to reduced energy levels and problems of sight and hearing.

6. Frances M. Carp, "Retired People as Automobile Passengers," *The Gerontologist*, 12, 1 (Spring 1972), pp. 66-71. A study of a sample of the retired population of San Antonio showed that, for the two-thirds of retired people who do not drive, being taken as passengers in automobiles was the only way to reach many places.

7. Janet S. Sainer and Mary L. Zander, *op. cit.*, pp. 112-113.

8. Concerning diversity within the elderly population, see Richard A. Kalish, *Late Adulthood: Perspectives on Human Development* (Belmont, California: Wadsworth Publishing Co., Inc., 1975), esp. 52-55.

The cost problem reflects a common misconception of volunteer programs. Volunteers contribute services free of charge; but, the volunteer program does cost money and must be considered a budget item. However, the amount of volunteer work gained will far outweigh costs involved.

Sometimes law enforcement agency funds cannot be allocated to important volunteer events. Service clubs are often willing to underwrite certain crime prevention efforts and have sponsored recognition banquets for volunteers.

● Transportation needs. Transportation for the elderly is a continuing problem that is not being solved. The elderly are not as mobile as younger volunteers, and often may not have their own cars.[6] Reliance on public transportation may cause inconvenience and contribute to physical stress. Their time of volunteer service may have to be limited to daylight hours. Some police facilities are located in high crime areas and elderly volunteers who come to them will need protection.

The transportation problem has been solved in other circumstances by recruiting several elderly volunteers from the same neighborhood for service at the same time and place each week. This method was piloted by the SERVE (*Serve and Enrich Retirement by Volunteer Service*) project, oriented toward elderly lower income volunteers in community service, and has been successfully adapted to other situations.[7] Other alternatives might include using out of service vehicles and beat cars to transport volunteers or reimbursing an elderly volunteer who transports other volunteers in his own automobile.

● Physical problems. Some elderly persons work best if there is not a high demand for energy. They may have to be matched with jobs equivalent to their energy levels rather than to the time clock of a younger person. They might be quite proficient, for example, on a four-hour work day, but not so on an eight or ten hour duty. Sight and hearing may not be as acute as in younger persons. Provisions may have to be made in lighting and sound systems, for example, to enable the elderly to function well on the job.

The elderly population displays more diverse characteristics than any other age group.[8] For example, a man of 65 may have the heart equivalent to a 40-year old. Although it is difficult to generalize, it is true that the physical capacity for strenuous labor declines with age. This is not true for mental capacity. Mental sharpness, despite myths and beliefs to the contrary, does not necessarily lessen because of age.

Key Points:

- Education: associated with elderly's lack of diplomas and educational certificates.

- Psychological status: older volunteers may feel and act insecure in volunteer roles.

Instructional   List possible law enforcement roles elderly volunteers can assume.
Objective 3:

General Directions

Present examples of volunteer roles. Discuss with students possible roles for elderly volunteers. A list is provided in the text. Be sure to carefully plan the discussion, lest too much time be consumed in irrelevant matters. This is the pivotal point of the lesson. The starting point for developing a volunteer program in a law enforcement agency is the actual location of jobs for the volunteers.

Be prepared for resistance to the idea of employing elderly volunteers to assist in police work. Elderly volunteers in back-up police functions such as communications, Neighborhood Watch, and records — releasing police officers for more front line functions like arrest, riot control, serving warrants, and patrol — will win much greater acceptance from the students.

Nevertheless, get the students to discuss possible roles for elderly volunteers in assisting in tasks normally reserved to sworn personnel. Be aware of any limitations imposed by state law restricting some of these tasks solely to sworn officers.

Key Points:

■ Volunteers are evaluated for positions on the basis of requirements of the job and personal qualifications, not age.

- Educational status. Many of our elderly do not possess diplomas and educational certificates often required for today's job functions and requirements. Very often, however, their experience and skill levels more than compensate for this lack of formal education. This age group contains a considerable number of "self-made" persons. General intellectual abilities do not decrease in old age, and some are enhanced by experience, assuming that mental faculties receive regular exercise and use.

  Those who perceive the elderly as inflexible and "set in their ways" overlook the social, economic and technological changes that have occurred — and the elderly have adapted to — in the last few decades. Think how they have had to adapt to radical change brought about by the World Wars, the Great Depression, modern means of travel and communication. This adaptability has required flexibility in lifestyle and point of view.

- Psychological status. Retired volunteers may be suffering from loss of role and status, and may feel and act insecure in volunteer roles. Being needed and wanted again is important. Being "successful" at their first volunteer task is critical.

  Older volunteers, especially those who have never been volunteers before, will require both individual and group support in taking volunteer positions. Once started, they will require support in assuming new positions as their lives and experiences change. Support and encouragement, both from paid professionals and peer volunteers, can help elderly volunteers gain confidence in their work.

  This support can be initiated by looking for *beginning* assignments in which the elderly can gain confidence and enjoy their work. This may mean assigning tasks where skills developed throughout life can be employed. Out of an initial commitment the elderly volunteer often learns "new tricks," will serve additional hours, and will take on new assignments.

ELDERLY VOLUNTEER ROLES

We now turn our attention to what elderly volunteers can do for a law enforcement agency. This is a critical point. If no roles can be defined for elderly volunteers, it is useless to develop a volunteer program.

As a general principle, age should not be a factor in volunteer opportunity. Individuals, no matter what their ages, should be evaluated for volunteer positions on the basis of requirements of the job and personal qualifications.

Key Points:

■ What are possible roles for the elderly volunteer? The partial list in the text can be a starting point for class discussion.

■ Cottage Grove program shows elderly volunteers serve well in crime prevention activities. Through their work, elderly volunteers become information sources for other elderly persons.

■ The Maricopa County program shows that elderly volunteers bring professional skills not present within the regular force.

■ The Sun City Program shows that the elderly can handle traffic and crowd control.

4-1-6

9. Ron L. Willis, "Senior Citizen Crime Prevention Program," *The Police Chief*, XLII, 2 (February, 1976), pp. 16-17.

10. Paul E. Blubaum, "Maricopa County Sheriff's Department Volunteer Program," *The Police Chief*, XLII, 2 (February, 1976), pp. 34-36.

11. Glenn White, "Where Citizens Help Control Crime," *Dynamic Maturity* (July, 1975), pp. 10-14.

Possible Roles for Elderly Volunteers

To get some idea of possible roles elderly volunteers can assume, let's examine this partial list:

- Crime analyst
- Evidence Packaging
- Proofing lab reports
- Search and water rescue
- Corrections
- Commercial security unit
- Residential security unit (i.e., beat representative, security surveys, operation ID, neighborhood watch, vacation checks, neighborhood crime prevention meetings)
- Clergy - corrections
- Work with youth groups
- Supplementing communications
- Serving civil processes
- Management work

Now let's look at some jobs older volunteers are now performing.

In Cottage Grove, a community of 7,000 in west-central Oregon, four senior citizens were trained for a crime prevention program. They launched "Operation Identification," visited homes of other elderly persons to point out household security needs such as proper locks, windows, doors, etc. In the course of the identification program, the elderly volunteers discovered that often senior citizens, as well as the general populace, were having trouble dealing with public service agencies. The volunteers made themselves familiar with local government agencies so that they could serve as information sources.[9]

Many retired volunteers bring their professional engineering, medical, science, and educational skills to police work. In Maricopa County, Arizona, a group of volunteer engineers, using a laboratory they constructed in the department's crime resistance bureau, designed and built a collapsible-type leg restraint for use in transporting prisoners.[10]

In Sun City, Arizona, a community of 40,000 in a retirement area location, older persons and retirees have formed a posse. They operate an active Neighborhood Watch Program, a self-help community crime prevention educational program whereby neighbors assist one another in reducing the threat of burglary. They assume traffic control responsibilities at community, civic and athletic functions. Over 100 members have comprehensive first-aid training.[11]

Key Points:

■ Elderly volunteers can be good at detail work necessary for investigative roles.

■ The program in 101 Precinct of New York City shows:

- The elderly can do monitoring and communication work.

- Police and business community can cooperate in important work when volunteers are involved.

■ It is appropriate for elderly volunteers to assist in arrests, warrant service, and riot and crowd control? How can elderly volunteers assist regular officers in their direct duties? These questions can be used to engage the class in discussion of both the limits and the possibilities they see in the elderly volunteer program.

12. For a further breakdown of civilian tasks see: Alfred I. Schwartz, Alease M. Vaughan, John D. Waller, and Joseph S. Wholey, *Employing Civilians for Police Work*, (Washington: The Urban Institute, May, 1975), pp. 7-10.

Elderly volunteers can do investigative work. For example, someone shoots up the front of a house with BB's. It is not a high priority case for regular detectives because likelihood of resolution is not high. However, follow-up is important for effective police-community relationships. Older volunteers with good observation skills, capacity for recognizing details, and the ability to write, can serve as investigators. They could do telephone follow-ups to expand information; and they could do on-site investigations, interviewing witnesses, neighbors, etc. A regular detective could train a small group of volunteers. Eventually, one might expect that a volunteer could emerge to train new recruits. The elderly volunteers could begin as file officers, then progress toward the Reserve Training Academy and eventually become deputized as Reserve Peace Officers.

In the 101 Precinct of New York City (Queens), elderly and disabled citizens were recruited to relieve back-up work problems associated with other successful civilian programs organized by the police. These programs were generating the need for additional work hours in monitoring the radio, taking messages, and communicating on the telephone and Civilian Band radio receiver. After meeting with the Senior Citizen Advisory Group, fourteen volunteers were recruited to serve four-hour shifts each, one day per week. Since elderly or disabled citizens are normally on fixed incomes, Citibank provided an expense account of $6.00 per four-hour shift. The program was piloted for six months and continued thereafter due to its success.

Other Opportunities of Volunteer Assistance

Since the elderly person as a volunteer is a relatively new concept, especially in police services, it is important to thoroughly explore possible jobs for older volunteers. Can older volunteers perform any roles associated with jobs normally assigned to sworn personnel? What about the following roles?

(1) Patrol?

(2) Investigative/detective tasks: handling evidence?

(3) Arrest and serving warrants?

(4) Crime calls/searches?

(5) Issuing traffic citations?

(6) Riot, crowd, and traffic control?

Consider elderly volunteers also for these roles already being performed in many agencies by non-sworn personnel.[12]

(1) Communications

Key Points:

■ How can elderly volunteers assist in roles already being performed by non-sworn personnel?

General Directions

Review and reinforce the main points in this lesson. Use this summarization as a means of leading into the concluding exercise. Stress that the decision to recruit elderly volunteers must be rational and thoughtful.

(2) Identification, such as fingerprint technician or photography technician

(3) Detention: assist in receiving and transporting prisoners and in the operation of the jails

(4) Community service:
- contacts with citizens
- lectures
- neighborhood watch
- crime prevention
- tours of police department
- referral of citizens to other agencies

(5) Administrative and clerical functions

(6) Special needs as occasion arises:
- search and rescue
- paramedic
- air patrol
- first aid

(7) Civil process serving

SUMMARY

The elderly are a new source of volunteers. They are supportive of law enforcement, are good at community relations, have good retention and attendance records, possess a great store of knowledge and experience, are flexible and are available.

On the other hand, they may not be able to afford out-of-pocket expenses, may need transportation, and may require adjusted assignments to meet their energy levels. Police will find ways to overcome these problems if they value the older volunteer.

Elderly volunteers have served in crime prevention, Neighborhood Watch, professional roles, investigative work, and radio monitoring and communicating. However, the older person as a volunteer is a new concept, especially in police work. It is necessary to identify the tasks that police do to discover roles older volunteers can fill.

There are advantages and disadvantages to involving volunteers to share in law enforcement work. Both the advantages and disadvantages of sharing work and service responsibilities with volunteers, especially elderly citizens, need to be calmly and carefully assessed before making a departmental decision to take advantage of this volunteer resource. Whether or not

General Directions

Following the summary and growing out of it is a class exercise. The lesson is designed on the assumption that the exercise will be done as an integral part of it. If this is the case, the exercise is the test for this lesson. Otherwise, each individual student can write answers to the five parts of the exercise.

The exercise is best done in two 50-minute periods: one, two, and three are done th first period; four and five are done the second period. Take time at the start to arrange groups and to explain the exercise. If the exercise is done in a continuous two-hour time block, allow a ten minute break in the middle.

Suggested time:

First period

Arrange groups; explanations: 10 minutes
one: 15 minutes
two: 15 minutes
three: 10 minutes

Second period

Introductory comments: 5 minutes
four: 15 minutes
five: 15 minutes
group reports: 15 minutes

to recruit elderly volunteers must be a rational and thoughtful decision by the law enforcement agency.

EXERCISE

The decision-making process about whether to recruit elderly volunteers can be experienced by engaging in this exercise:

1. Form groups of five or less. Each group makes a list of *advantages* an elderly volunteer program might bring to the agency.

2. The same groups then make lists of *problems* that might be encountered in an elderly volunteer program.

3. The same groups review the lists of problems and write out positive approaches that could be taken to resolve the stated problems.

4. The same groups then review law enforcement roles, both sworn and non-sworn, and make lists of roles in which elderly volunteers could serve.

5. The same groups report whether elderly volunteers should be recruited, and for what roles, stating the groups' reasons for the decision.

| *LESSON TWO*
OBJECTIVE: | To describe four policy issues that need to be resolved before the actual recruitment of elderly volunteers begins. |

General Directions

The decision has been reached to recruit elderly volunteers. Now policy issues arising out of this decision must be resolved. Failure to deal with policy issues prior to the arrival of volunteers can cause a volunteer program to fail. Seek as much student involvement as possible through class discussion.

| *Instructional*
Objective 1: | Name, and give examples of, seven cost items to be considered in developing an elderly volunteer program. |

General Directions

Emphasize the fact that the volunteer program is a true budget item. Emphasize the hidden costs, what they are, and how they can be identified. Knowledge of hidden costs is a good barometer for indicating when additional professional staff is required to support additional volunteers.

Key Points:

- A sound cost-estimate and accounting system assists an agency in making valid cost comparisons for volunteer services rendered.

1. For fuller treatment of costs of volunteers see Susan K. Bashant, *Volunteer Program Development Manual*, Prepared by the State of Colorado Judicial Department Volunteer Services Coordination Project (Denver, 1973), pp. 17-22.

Lesson Two
POLICY CONSIDERATIONS REGARDING VOLUNTEER PROGRAMS

INTRODUCTION

Once the advantages and disadvantages of volunteer programs are assessed and the decision to recruit volunteers is reached, a series of policy questions arising from this decision must be faced. The analysis of these questions will assist advance planning as well as reduce the potential problems of a volunteer program.

This lesson will treat four policy issues that need to be resolved before the actual recruitment of volunteers begins. They are:

1. Agency costs

2. Staff relationships

3. Administrative requirements

4. Liability questions

POLICY CONSIDERATIONS

Agency Costs

It is often assumed that a volunteer program costs no money. After all, the volunteer does contribute services free of charge. However, a volunteer program does cost money, and has to be regarded as a budgetary matter.

Estimating and accounting for agency costs of a volunteer program is important for several reasons. The agency may have to secure additional funds to operate the program, or re-allocate existing financial resources for this purpose. Then, too, one of the reasons often-cited for initiating a volunteer program is to provide desired services at reduced costs. Only with a sound cost-estimate and accounting system can an agency make valid cost comparisons for services rendered.

Some costs are readily identifiable. For example, with older volunteers the cost of transportation to and from the location of volunteer service and the cost of a hot meal are directly identifiable and must be included in budget projections.[1]

However, there are many hidden costs. No volunteer program can succeed without the involvement and support of the regular force. Paid staff time will be consumed in recruiting,

Key Points:

■ Staff time consumed and record keeping duties are examples of hidden costs.

■ Cost items include:

- Personnel

- Fringe benefits

- Travel

- Equipment

- Supplies

- Contract

- Other

- Indirect

■ Can you think of other examples of cost items for an elderly volunteer program? Can you estimate annual figures for any of these cost items?

4-2-1

2. For an outline of costs involved in a volunteer program see Stanley Levin, "Why Involve Volunteers in a Rehabilitation Facility," *Volunteers in Rehabilitation* (Washington: Goodwill Industries of America, Inc., 1973), pp. 15-16.

placing, training, motivating and supervising volunteers. Good record keeping will also be necessary and will represent another block of paid staff time necessary for the operation of the volunteer program. These costs are hidden in the day-by-day work of paid staff. They are often difficult to identify and to document.

To get some idea of the cost of the volunteer program in terms of paid staff time, estimates of staff time invested should be made and translated into dollar figures. Thereafter, records of time spent can be tabulated from time to time to document the hidden costs. These records will provide a picture of actual costs of the volunteer program.

What are some of the cost items to be considered in developing and maintaining an elderly volunteer program?

A. Personnel. The salary of a full-time director/coordinator of volunteer services is a program cost item. Where the volunteer program will become the part time responsibility of a regular officer, his salary should be prorated by multiplying days or months spent times his daily or monthly salary. The same prorated cost would also be applied to other administrators, patrol officers, and secretarial or clerical personnel who perform service related to the volunteers.

B. Fringe Benefits. Also to be included as a program cost are the fringe benefits for each paid staff member who works with volunteers, prorated on the basis of time spent on the volunteer program.

C. Travel. Some elderly volunteers will requre transportation to and from volunteer jobs. Taxi fares, gas and depreciation of out-of-service vehicles used, mileage allowance for volunteers who use their own cars to transport elderly volunteers should be computed.

D. Equipment. A special meeting room for elderly volunteers may need improved lighting or loudspeaking equipment. These, too, are costs of the program.

E. Supplies. A good record keeping system assists evaluation of a volunteer program. The costs of forms needed to keep records on the volunteers should be projected. Printed materials may be needed to orient, place, and train volunteers.

F. Contract. If the law enforcement agency hires consultants to work on the program, contracts with outside agencies, or pays speakers, the costs should be included in the budget.

G. Other. Adequate insurance coverage for volunteers to protect the agency and volunteers from potential lawsuits may be necessary. The expense of riders on agency insurance policies and the costs of other forms of protection must be taken into account.

H. Indirect. Add 15% to cover contingencies and indirect costs not identifiable in a visible manner.[2]

Instructional   List potential sources of tension for staff that may arise from an elderly
Objective 2:   volunteer program.

General Directions

In other lessons the responsibilities of police staff toward the volunteer program will be examined. Now is the time to study the possible sources of tension and to allow the students to express their fears and frustrations.

Key Points:

■ Acceptance of volunteers by police regulars is essential.   4-2-2

■ One source of tension arises out of the myths professionals maintain about volunteers.

■ Volunteers may be viewed as threatening intruders.

■ In some circumstances, volunteers may be more "acceptable" than regular officers.

■ Volunteers may take some direct contact work with clients away from regular officers.

■ Elderly volunteers may not be regarded as a valuable resource because of false beliefs that aging means decreasing work and training capacity.

■ Older volunteers, seeking relief from monotonous jobs held in earlier working years, may place special burdens on police in designing interesting work.

3. Stanley Levin, *op. cit.*, pp. 18-20.   4-2-3

4. Vincent D. Petinelli, "Coordinating a Volunteer Program," *Mental Hygiene* (Vol. 55, No. 4), p. 516.

Staff Relationships[3]

It is essential that the paid employees of the law enforcement agency accept volunteers if the volunteer program is to succeed. The introduction of this new element into an already established manpower structure can produce tensions and resentments.

What are these possible sources of tension? First, there are a series of myths that some professionals maintain about volunteers: "They don't get paid, so they come and go as they please" or "They meet their own needs and not ours and they take too much professional time to consult with and to supervise."[4]

Another possible source of tension lies in the regular looking upon the volunteer as an intruder. Paid staff may look upon the volunteer as a threat to job security on the one hand, or as a suggestion that paid staff is not doing its job. Volunteers do not depend upon the system for their livelihood and can be quite vocal and critical when policies or assignments are disagreeable. Differing values or life styles on the part of volunteers can also cause conflict.

Under the pressure of tight budgets and frozen levels of paid personnel, volunteers may be assigned work that supplements what police regulars have neither the time nor the resources to do. A source of tension might result from volunteers being more "acceptable" than police officers to a community. For example, a special volunteer unit, recruited from the neighborhood to assist regular officers patrol the area, may have a much closer association with the neighborhood, more sensitivity to its situation, and may receive a higher level of acceptance and trust than the regulars.

Associated with this is a trend in professional-volunteer relationships that professionals tend to spend less time in direct contact with clients and more time in training and coordinating the volunteers. This delegation of satisfying client contact to volunteers can become a source of resentment to the paid professional. Taking on increasing responsibility for the training and coordinating of volunteers can also create uneasiness for a police regular who is inexperienced in working with volunteers.

There is a myth that may affect relationships with elderly volunteers. For example, older volunteers may not be looked upon as a valuable resource due to a persisting belief that aging is associated with decreasing work and training capacity. Unless this belief is seen as a myth and not a reality, unnecessary tensions may arise.

Moreover, voluntary work offers the elderly an opportunity to gain relief from routine, monotonous, and fragmented jobs held during earlier working years. This may place special burdens on the regular force in designing rewarding volunteer opportunities for older persons.

Key Points:

■ The physical problems of the elderly may require extra time and care.

■ Professional resistance to volunteers may increase as program expands.

Instructional   List administrative changes an elderly volunteer program may require of a
Objective 3:   law enforcement agency.

General Directions

4-2-4

Stress the fact that beginning an elderly volunteer program brings with it the need to make administrative changes in the agency.

Key Points:

■ There will be more people to supervise and coordinate.

■ Scheduling may become more complex.

■ Information will have to be shared with more people.

■ The agency must maintain both discipline and flexibility.

■ The volunteer program will bring some realignment of responsibility for the patrolman.

5. Schindler - Eva Rainman and Ronald Lippitt, *The Volunteer Community: Creative Use of Human Resources,* 2nd ed. (Fairfax VA: NTL Learning Resources Corporation, 1975), pp. 57-63.

6. Mary M. Sequin, *The Dynamics of Voluntarism and Older Americans Volunteer Program: A Mini-text,* Prepared for Older Americans Volunteer Program (Washington: ACTION, August, 1973), p. 10.

The elderly may require special attention from paid staff to meet some problems they bring with them, such as less than perfect eyesight or hearing. Extra time and care will have to be given to elderly volunteers.

The causes of professional resistance to volunteers can be expected to increase with the wider service of volunteers. This should not be discounted. Working out effective relationships between regular force and volunteers will require time and attention. Proper training for both groups concerning the volunteer program will reduce potential tensions.[5]

ADMINISTRATIVE REQUIREMENTS

The Problem of Administrative Complexity

The involvement of volunteers, whether to assist with present activities or to add new services, will require some new and different administrative responsibilities. There will be more people to supervise and coordinate. More police officers will be involved in supervisory roles and may require additional training to meet this responsibility.

Scheduling may become more complex. Volunteers may be able to work for only short time periods or during daylight hours, for example. Additional space may also need to be secured or current space adapted to accommodate volunteers.

There will be new internal communications requirements, related to the sharing and passing of information throughout the agency. Volunteers must sense belonging, must have the opportunity to work and share together at peer levels, and must have feedback from their supervisors on how they are doing. Knowledge of organizational policies and administrative practices must be shared with volunteers. Communication with volunteers is important to creating a sense of belonging and teamwork.

Discipline must be maintained. Quality performance standards, too, must be kept at high levels — for volunteers as well as paid staff. Nevertheless, the agency must maintain a flexibility in its own production schedule for the personal and developmental needs of volunteers.[6] This is especially important for older volunteers who seek in volunteering a sense of fulfillment no longer available in regular work life.

A great potential for the use of volunteers lies in supplementing the efforts of the patrolman. Volunteers can be trained for tasks that will allow the patrolman to concentrate on major law enforcement functions. However, the patrolman will then take on responsibilities for supervision, on-the-job training, and counseling of volunteers. This shift will bring further administrative complexity, and the realignment of responsibilities.

Key Points:

■ Coordination will become an increasing concern of the administrative system.

Instructional   Given the possibility of lawsuits arising from the activity of volunteers, iden-
Objective 4:   tify the basic things to know in planning for liability protection.

General Directions

Stress the fact that the question of liability is complex. Give student enough information only for beginning the process of drawing up a plan. Consult the Gurfein and Streff booklet, especially. Be sure to recommend that legal counsel be sought in drawing up a plan.

Key Points:

■ Liability situations

- Agency liability to outside (third) parties

- Agency liability to volunteers

- Volunteer liability to outside (third) parties

■ Could situations occur in which volunteers are liable to law enforcement agencies for acts of negligence or wrongdoing?

■ Basic guidelines for planning liability protection:

- At present there is no one liability package that can be offered to all law enforcement agencies.

7. See list of possible liabilities, prepared by Michael Korb, supervising attorney with IACP Legal Development Division, *The Police Chief*, XLIV, No. 2, (February, 1977), p. 23.

8. Judith L. Berry and Ivan H. Scheier, *Insurance Coverage for Court Volunteers* (Boulder, Colorado: National Information Center on Volunteerism, 1971), p. 1. This paper is a survey of the liability and insurance coverage of volunteers in court work.

Adjustments will have to be made in the agency's normal administrative practices to accommodate for the planning, organizing, and managing of volunteers. Coordination will have to be constant in order to eliminate unproductive or counter-productive practices that often crop up in an increasingly complex administrative system.

PROBLEMS OF LIABILITY

The possibility of liability situations leading to lawsuits is another problem that should be examined. These situations can arise out of what is known as tort claims. Torts are civil as opposed to criminal legal wrongs. They bring about liability. Liability may lead to award of money damages.

There are generally three liability situations common to the use of volunteers in law enforcement:

1. The law enforcement agency may be liable to outside (third) parties for acts of volunteer program personnel, especially the volunteers themselves. For example, in the course of duties the volunteer could become involved in the performance of an activity not authorized, or prohibited by law, whereby the rights of a third party are violated.

2. Volunteer programs or agencies operating such programs may be liable to volunteers who may be harmed or injured in the course of their work. For example, while engaged in authorized activities the volunteer is injured and the cause is neither his own negligence nor the action of a third party.

3. Volunteers themselves may be liable to outside (third) parties for injury or damage resulting from their volunteer work. For example, while driving his personal motor vehicle in performing duties, a volunteer injures a pedestrian or driver, or damages property.[7]

Cases where volunteers have caused agencies to be liable are rare. Nevertheless, the law enforcement agency should explore situations in which it could find itself, should the unusual occur. The training of elderly volunteers should include information that will alert them to situations that could lead to lawsuits. Proper supervision will reduce the likelihood of liability situations.

The question of liability is a complex one. Circumstances will differ from one agency to the other. There is no one solution that can be developed nationally for direct use in all law enforcement agencies. This is why it is necessary to design a plan to protect your agency and its volunteers. Legal counsel should be consulted.[8] Here are a few basic things to know in planning for liability protection:

Key Points:

- Torts committed by employee may be directed against state.

- Volunteers may be considered agents of the state.

- Volunteers can be held liable.

- Legal counsel should be sought in event of lawsuit.

- Workmen's Compensation could be extended to volunteers.

- Private liability insurance, including cost of defense coverage, could cover volunteers.

- Waivers can alert volunteers to potentially liable situations.

- A local plan, with adequate coverage, should be worked out in consultation with sources of counsel.

A. When a tort is committed by an employee or agent of the state, the tort may be directed against the state.

B. A volunteer, performing duties on behalf of or under the direction of an organized volunteer program, may be considered an agent of the state, even though the state's laws may not recognize the volunteer as an employee or agent.

C. Volunteers who commit tortious acts can expect to be held personally liable for damages which result from those acts.

D. Should a tort action arise, the individual or the law enforcement agency confronted with a lawsuit should seek legal advice about the appropriate manner in which to proceed.

E. Workmen's Compensation laws, which act like insurance policies to cover the health of employees, have been extended in some states to include volunteers serving in an organized volunteer program. This eliminates one source of lawsuits. Some sheriff's offices cover volunteers under the posse comitatus law. Others pay volunteers one dollar per year and consider them employees for Workmen's Compensation purposes.

F. Private liability insurance can both protect the public treasury and permit the agency to accept its legal liability to injured persons. The insurance should provide for legal defense, including cost. Otherwise, the burden of the whole defense could be placed on the defendant, if the law enforcement agency or the volunteer is named codefendant, and the judge excuses the codefendant.

G. A waiver can serve a useful purpose. The volunteer agrees in advance not to hold the agency liable for injuries related to the volunteer's participation in a program. General and specific waivers, besides avoiding liability, also inform volunteers to guard against potentially liable situations. If the volunteer does sign a waiver, he should be reminded, preferably in writing, to cover himself privately for personal injury or damage to personal property. The volunteer will find it more attractive to take out additional protection if the law enforcement agency pays the additional premium expense.

H. After reviewing the relevant state legislation, the agency should develop a plan, keeping it as simple as possible, that will protect the agency, the volunteer, and the general public. The following are sources of counsel in planning liability protection:

- Legal advisor or counsel
- Insurance agent
- City or county charter or other applicable special acts
- General liability insurance policy

Key Points:

- Liability insurance enables law enforcement volunteers to get on with the work.

General Directions

Review and reinforce the main points in this lesson. Use the summary as a guide. Stress the need for these policy questions to be considered and resolved before the agency recruits its first volunteer.

9. *The Police Chief, loc. cit.*

10. Peter J. Gurfein and Trisha Streff, *Liability in Correctional Volunteer Programs: Planning for Potential Problems,* A Project of the American Bar Association, Commission on Correctional Facilities and Services and Young Lawyers Section, (Washington, 1975), pp. 1-9.

- Professional liability insurance policy

- Workmen's Compensation Act

- Local rules or regulations or court decisions affecting use of volunteers in police activities.[9]

I. Liability insurance covering the volunteer worker protects both the law enforcement agency and the volunteer against the financial responsibility and damages arising from the actions of the volunteers. Such protection enables the work of volunteers to proceed without fear of litigation.[10]

SUMMARY

The elderly volunteer program is a budgetary matter. Some costs are readily identifiable for direct inclusion in the budget. Other costs are not so easily identifiable and should be uncovered to get an accurate picture of all program costs.

The volunteer program can be a source of tension for professional staff. Traditional myths professionals hold about volunteers will have to be examined. Professionals will have to treat the volunteer as an insider and may have to turn some work over to volunteers that may have been personally rewarding. The police officer will also have to take on necessary skills such as supervising, counseling, and on-the-job training to help coordinate the work of the volunteers.

The volunteer program will require administrative changes. There will be greater demands placed on administration in areas such as scheduling, finding space where volunteers can work, communication and supervision. At the same time flexibility is required to meet personal and developmental needs of older volunteers.

While the likelihood is remote, the law enforcement agency could be sued as the result of the action of volunteers. A plan, resulting from legal consultation, should be designed to protect the agency and the volunteers. Proper training of volunteers will reduce the likelihood of liability situations.

LESSON THREE   To delineate the roles and responsibilities of three levels of police staff in pre-
OBJECTIVE: paring for the arrival of the first elderly volunteer.

General Directions

In this lesson, stress the need for cooperation and participation by top administration, the coordinator/director of volunteers, and the line police officer and civilian employee. The theme running throughout this lesson is that the work of professional staff — at all levels — is essential to the success of the volunteer program.

Instructional   List the responsibilities of the police chief executive and top administrators in
Objective 1:   preparing for a volunteer program.

General Directions

Emphasize the policy needs to be established at the top administrative level and that without continuing support from the top, volunteer programs cannot fully succeed.

Key Points:

- Top level participation is essential if volunteer program is to be an integral part of the law enforcement agency.

4-3-1

1. Susan K. Bushant, *Volunteer Program Development Manual*, A Proposal Presented by the State of Colorado Judicial Department Volunteer Services Coordination Project and Funded by Colorado Highway Safety Coordinator (Denver, 1973), p. 11.

2. The tasks outlined for each of the three below is adapted from U.S., Department of Health, Education, and Welfare, *A Volunteer Development System*, Publication No. (OHD) 76-10006. See also, Harriet H. Naylor, *Volunteers Today: Finding - Training and Working With Them* (New York, Dryden Associates, 1973), pp. 173-184.

Lesson Three
AGENCY PLANNING FOR VOLUNTEER PROGRAM

INTRODUCTION

This lesson stresses agency preparation for a volunteer program. Preparation means planning.

A volunteer program should become an integral part of the overall law enforcement agency and not an isolated project. For this reason, agency preplanning must precede the recruitment of volunteers. Without effective planning involving support from every level of the agency, volunteers will not be integrated into the agency operation and will not be able to function productively.

According to the National Information Center on Volunteerism, Inc. (NICOV), one out of every four or five volunteer programs fails sometime within its first two years.[1] Poor planning is often the cause.

In this lesson we will explore the roles and responsibilities at three levels in the law enforcement agency in preparing for the arrival of the first elderly volunteers:[2]

1. The chief executive and top administrators where policy is set;

2. The coordinator/director of the volunteer program;

3. Agency supervisors, line officers, and civilians with whom and under whom the volunteers will work.

CHIEF EXECUTIVE AND TOP ADMINISTRATORS

Setting the Policies

No program of volunteers will succeed unless top level administration is actively involved and supports the program. At this level the policy and the overall goals and objectives of the volunteer program are set. Otherwise, the volunteer program cannot become an integral part of the agency, but only an adjunct among other things the agency does.

It is assumed that top administrators and the chief executive have assessed the advantages and the possible disadvantages of a volunteer program. It is assumed, too, that they have examined policy questions such as costs, staff relations, new administrative requirements and liability questions. Their policy decision is: this law enforcement agency will develop a volunteer program.

Key Points:

■ Program planning requires that the chief executive:

- establish a planning period prior to the arrival of the first elderly volunteer

- insist that first programs begin small

- establish a planning process that features:

  1. Concentration on the few activities most likely to produce the best results

  2. Formulation of clearly stated and attainable goals and objectives

3. Peter Drucker, *Management Tasks, Responsibilities, Practices* (New York: Harper & Row, 1974), 45-48, 611-617; also *The Age of Discontinuity: Guidelines to Our Changing Society (Ibid.,* 1969), 188-211.

Other Administrative Responsibilities

The role and responsibilities of the chief administrators do not cease with that decision. They need to keep themselves actively involved in the development and implementation of the program, too. This involvement can be summarized under the following three headings:

1. Program Planning
2. Program Start-up
3. Program Operations

Program Planning

Planning policy is determined at the top administrative level. The chief executive should require a two to six month planning period, depending on the size and complexity of the agency, prior to the arrival of the first volunteer. Even then, experience has shown that it is a good idea to begin with a few volunteers, expanding only after evaluating the initial experience. The reason for a planning period is to allow time to anticipate and root out ineffective procedures before problems become rooted in the everyday operation. Once the program is underway it becomes more difficult to eliminate existing routines and procedures.

Here are a few points the chief executive should require in the planning process:[3]

- Concentration. The volunteer program should be built on activity concentration. Concentration stresses effectiveness: that is, doing the right things, and focuses the use of volunteers on those few activities that are most likely to produce measureable results.

  Another way of approaching activity concentration is to determine what *not* to do among all the possible uses of volunteers. Once what will not be done is decided, it is possible to determine what needs to be done, when it needs to be done, and how it will be done to produce results. Even if many volunteers are available, volunteers should be carefully selected and matched with tasks that will bring results. The objective is to produce quality, not quantity.

- Goals/Objectives. The planning process should see to it that the goals and objectives of volunteer programs are stated clearly and that they are, in fact, attainable. The goals and objectives of a volunteer program must be consistent with agency priorities and the agency's overall mission.

      3. Discipline and Flexibility

      4. Evaluation

      5. Termination of activities which have served their usefulness

■ Program start-up requires that the chief executive:

    - assign a coordinator/director

    - review and approve goals and objectives

4. Susan K. Bushant, *op. cit.* p. 29f.

- Discipline/Flexibility. A volunteer program should not result in lower standards of service or performance. Discipline is essential. Maintaining high performance standards is essential. The planning process must take this into account. However, new programs and activities will require modifications and redesign along the way. Program designs should be flexible — allowing room for future changes. On the other hand, agency planners must guard against the tendency to multiply new tasks and assignments for volunteers without seeing to it that already initiated programs are operating effectively.

- Evaluation. Volunteer programs must be continuously evaluated to learn why certain things went right and certain things went wrong. Evaluation will provide information essential to a results-oriented system. Because voluntary programs can be so flexible, they often provide testing grounds for new ideas which, if successful, can eventually become incorporated into the established system.

- Termination. Eventually, some volunteer activities will have to be terminated because they have served their usefulness. A healthy volunteer program is one that eliminates activities that are no longer worthwhile so that newer, more relevant tasks can be undertaken. The planning process should insure that activity termination can take place without injuring the total program.

Program Start-up

It is the responsibility of the chief law enforcement administrator to authorize the actual start-up of the volunteer program. In doing so, three sets of decisions need to be made.

1. The first decision will be to assign a coordinator/director of the volunteer program. In all likelihood, this person will already have been actively involved in the planning process.

In making the appointment, the guidelines offered by the National Information Center on Volunteerism (with the volunteer in correctional programs in mind) may be helpful:[4]

- for 30-50 volunteers or more, employ a full-time paid coordinator/director;

- for fewer than 30 volunteers, a half-time director will be adequate;

- for five to ten volunteers, a volunteer can direct the program or present staff can absorb program management.

2. It will be the responsibility of chief administrators to review and approve the stated goals and objectives of the volunteer program. These goals and objectives should set the broad policies for specific programs within the divisions of the agency. It may be advisable to set up

Key Points:

- authorize staff time for volunteer program

■ Program operation requires that the chief executive:

- communicate support

- settle questions arising from time to time

Instructional   Idenfity the role and responsibilities of the coordinator/director of the
Objective 2:   volunteer program.

General Directions

Many of the preparatory activities of the coordinator/director are dealt with in other lessons.
Present the duties in relationship to the chief executive and top administrators on the one hand,
and to supervisors, regular officers, and civilians on the other.
    Writing a job description for a volunteer position is treated under this instructional objec-
tive. Emphasize the general elements so that the students will know how to write one.

Key Points:

4-3-2

■ In coordinating the program, the coordinator/director:

- functions at a supervisory level

- initiates the volunteer program on a small scale out of a careful planning process
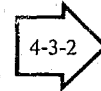
a broad consultative process, involving division heads, supervisors, police regulars, civilian employees, reserves, and citizen volunteers in the goal-setting process. This broad-based involvement will stimulate acceptance for the volunteer program throughout the law enforcement agency.

3. Finally, it will be the responsibility of the chief administrator to authorize and direct that staff time throughout all divisions be utilized to define volunteer roles, prepare and provide necessary training, and carry out the tasks necessary for a successful volunteer program.

Program Operation

Once a volunteer program is operational in a law enforcement agency, it will be the general responsibility of the chief administrator to use every opportunity to communicate support for the volunteer program through staff meetings, memos of authorization, public statements, etc. From time to time, finally, he may be required to settle questions as to whom volunteers will report, who will supervise their work, and who will be responsible for initiating protective measures when things go wrong.

COORDINATOR/DIRECTOR OF THE VOLUNTEER PROGRAM

Coordinating the Program

In order to direct the planning, coordination, and growth necessary for an effective volunteer program some individual must hold the position of coordinator/director. The person must be at a supervisory level. The volunteer program must be at least a major responsibility, if not the sole responsibility, of the person selected to supervise the program.

What are the major activities of the person who holds this position?

The coordinator sees to it, first of all, that the volunteer program flows out of a carefully initiated planning process. While it will eventually extend to all divisions, the volunteer program begins on a small scale. It is much easier to work out difficulties present in the beginning of a new program with a few volunteers than it will be with a large number of volunteers long after a program is underway.

Secondly, before elderly volunteers are recruited it will be necessary to identify positions within the department that they can fill, or the tasks they can perform. The coordinator/director should work closely with division heads and through them with supervisors, police regulars, civilian employees, representative police reserves, and other citizen volunteers. The

Key Points:

- works closely with division heads and personnel in assessing needs and writing job descriptions

- writes job descriptions that include:

    1. Objectives, responsibilities, qualifications

    2. Time required

    3. Accountability

    4. Relationships

- surveys the community for elderly volunteers

<div style="text-align:right;">4-3-3 ▷</div>

■ In performing administrative and training responsibilities, the coordinator/director:

- establishes a record keeping system

- prepares a budget

- develops training procedures for staff and volunteers

5. Harriet H. Naylor, *op. cit.,* pp. 81-83. Sample job description is based on the role of senior volunteers in the 101 Precinct of New York City (Queens) program described in Lesson One.

6. For outreach ideas see Janet S. Sainer and Mary L. Zander, *Serve: Older Volunteers in Community Service,* A Research and Demonstration Project Conducted by the Committee on Aging, Department of Public Affairs, Community Service Society of New York (New York: Community Service Society of New York, 1971), pp. 16-20.

7. Susan K. Bushant, *op. cit.,* p. 79.

8. Vincent D. Pettinelli, "Coordinating a Volunteer Program," *Mental Hygiene* (Vol. 55, No. 4), pp. 516-518.

coordinator/director should be familiar with the total agency to understand the types of working situations in which volunteers will be placed. Out of this familiarity it is possible to assess which needs can be met by the effective employment of the talents and skills older volunteers bring. The coordinator/director then writes a job description for each task to which the older volunteers will be recruited.[5] (See sample at end of lesson.)

Thirdly, once positions are identified, the coordinator/director surveys the community for elderly volunteers. Churches, senior citizen centers, public housing units with large older populations, labor unions, the units and chapters of the National Retired Teachers Association and American Association of Retired Persons, the Retired Senior Volunteer Program (RSVP) and the local Voluntary Action Center are all possible resources to survey.[6]

Administrative and Training Tasks[7]

A fourth task for the coordinator/director in preparing for the volunteer program is the establishment of a record keeping system. This will be needed as an aid to program evaluation. For example, records should be kept on the number of volunteer hours, the estimated value of volunteer hours in financial terms, the amount of paid staff time invested in the volunteer program.

The record keeping system can be simple. It may suffice, for example, to ask staff to record time spent assisting any volunteer during one-week periods. This can be done once every three months. A checklist in simple form can be designed on which the name of each volunteer assisted can be written, with time spent checked in terms of minutes. From these one week samplings, an accurate approximation of all staff time invested in assisting volunteers can be made.

A fifth responsibility will involve budgeting. The coordinator/director draws up a budget for the volunteer program, taking into account all program expenses under the following cost categories: personnel salaries; fringe benefits; travel; equipment; supplies; contracts; other costs; and indirect costs.

Finally, the development of orientation and training procedures is another major task of the coordinator/director.[8] Some training will be aimed at the police regular and civilian employee so that they will understand how to work with volunteers. The other part of the training will be directed toward the new volunteers, taking into account the special needs of older volunteers for informal approaches and for training and development at their own pace.

Instructional   Identify the role and responsibilities of supervisors, line officers, and civilian
Objective 3:   employees in preparing to implement the elderly volunteer program.

General Directions

The main point here is the amount of time that must be anticipated for work with volunteers on the part of front line police staff.

Key Points:

■ As the volunteer program gains momentum, front line police staff will be most affected. Hence, their acceptance is crucial. They participate through:

- involvement in planning process

- arranging schedules to accommodate volunteers

- allowing time for counseling, placing and working with volunteers

General Directions

Raise the delicate but essential point that additional volunteers require additional staff to support their work.

SUPERVISORS, LINE OFFICERS, CIVILIAN EMPLOYEES

Cooperation and Participation

The paid staff in front-line police work is a vital element in the success of the volunteer program. It is at this level that the day-to-day implementation of the volunteer's work is accomplished. As the volunteer program gains momentum, the front line police staff will be the most affected by the volunteer, and it will be at this level that frustrations and tensions are most likely to crop up — either for the police officer or the volunteer. For this reason, the acceptance of and participation in the volunteer program on the part of front line police staff is crucial to an effective program.

Supervisors, police regulars, and civilian employees should participate in the preparatory planning process. They can assist in this process by identifying unmet needs in their work, volunteer opportunities, and requirements for translating needs into opportunities. The specific program objectives for volunteer services within each division or unit should be formulated with the active participation of staff members.

Time and Work Adjustments

Adjustments in the work schedule of supervisors, police regulars, and civilians will be necessary with the coming of the volunteers. These adjustments should be anticipated as much as possible. Time should be allowed for training, since the paid staff working with volunteers may need to develop new skills related to supervising, counseling and on-the-job training of volunteers.

Extra time in staff's schedule must be allowed for counseling, placing and working with volunteers. Since involvement of front line staff is so important to the success of the volunteer program, time should be allotted for staff participation in the orientation and training of volunteers. Additional staff meetings, record keeping and reporting will also be generated by the staff volunteer relationship and these too will require time.

SUMMARY

The volunteer program will require teamwork at all levels. The chief executive and top law enforcement administrators provide the policy; the coordinator/director provides the focus and coordination; and the front line police staff provides the cooperative implementation.

Key Points:

- Now that we have explored three levels of required collaboration, what problems do you foresee that might stand in the way of each level meeting its responsibilities?

In another lesson we dealt with the fact that the volunteer program costs money. In this lesson we have dealt with the fact that the volunteer program "costs time." Yet, time spent is an investment: professional time invested in volunteers can have a multiplier effect; many more service hours can be provided by the volunteers than could be provided by the professional alone.

As volunteer programs prove their effectiveness within the law enforcement agency, the agency may have to consider assigning more paid staff to an expanding volunteer program. The National Information Center on Volunteerism, which has substantial experience with volunteers in correctional programs, recommends for every 50 to 75 additional volunteers, at least one new professional assignment will be required. The additional staff does not necessarily mean newly created staff positions. Present work assignments could be rearranged so that more time of present staff can be placed in the volunteer program.

Job Description For A Volunteer: A Sample

It could specify the following:

1. The objectives of the job, major responsibilities and qualifications
2. The time it will require
3. The lines of accountability
4. Relationships with others, both staff and volunteers (when applicable)

Position: Senior Citizen Communications Monitor and Program Aide

Objectives:

1. To provide monitoring for civilian patrols who communicate with the Precinct Civilian Patrol Desk by Civilian Band Radio.
2. To provide support services for the crime prevention and community relations programs operated from Precinct headquarters.

Major Responsibilities:

1. Answer, take messages, and communicate on telephone and Civilian Band Radio.
2. Do general office work such as filing, typing forms, and operating office machines.
3. Serve as receptionist for the Precinct Community Relations and Crime Prevention Specialists.
4. Aid in the operation of selected Police - Community Programs, such as - but not limited to - Operation Identification, Bicycle Registration, Block Watches, Information Bulletins (Crime Prevention), Visual Inspection Program.
5. Disseminate information to senior citizens and assist them through referral.

Responsible to: Crime Prevention Specialist

Time Required: The minimum participation will be four hours, one day per week.

Qualifications: Possesses communication skills. Can do general office work and be taught to operate office machines. Is able to fill out police forms and reports. Is not incapacitated through poor sight or hearing, and has adequate diction and speaking ability to communicate over the telephone.

LESSON FOUR
OBJECTIVE: To review general principles and a seven step method of recruiting, selecting and placing elderly volunteers.

General Directions

This lesson is directed primarily toward those persons concerned with recruiting for a formal agency-wide elderly volunteer program in which a spectrum of positions are available. The positions require specific qualifications and skills that not everyone has, written job descriptions, and the interviewing, selecting and training of volunteers to fill them.

The placement of the right volunteer in the right job is key to the success of a volunteer program. The law enforcement agency will be able to do this if it has a good recruiting, selection and placement system, especially as it first begins working with volunteers. Once programs get underway, this activity may not be as crucial as supporting existing volunteers. The role-play exercise on interviewing elderly candidates will induce students to apply most of the important elements of this lesson.

Tailor the recruiting, selecting and placing of volunteers to concrete needs. For example, a crime prevention officer, who seeks out elderly volunteers to mark property as part of an operation identification program, recruits for a job that is short-termed and geared toward a mechanical task almost anyone can do. He would be adequately informed by a presentation of the general principles and a flexible discussion of the steps in recruiting, selecting and placing volunteers.

Instructional
Objective 1:   List general principles for recruiting, selecting, and placing elderly volunteers.

General Directions

Introduce and discuss, if appropriate, the general principles that should characterize whatever method an agency chooses to recruit, select and place volunteers.

4-4-1

Key Points:

■ Get elderly volunteers to help recruit other elderly volunteers.

Lesson Four
RECRUITMENT, SELECTION AND PLACEMENT OF ELDERLY VOLUNTEERS

INTRODUCTION

The process of recruiting, selecting and placing volunteers must be an ongoing activity of an agency that takes advantage of volunteer services. Otherwise the agency's programs stagnate from lack of adequate personnel.

In this lesson, we are going to review some general principles regarding the recruitment, selection and placement of elderly volunteers within a law enforcement agency.

Then we will describe the seven key steps involved in the process, namely:

1. Contact with Resource Agencies

2. Personal Contact with Candidates

3. Orientation and Informational Meeting

4. Formal Applications for Service

5. Interviewing Volunteer Candidates

6. Pre-service Training

7. Referral of Unaccepted Candidates

The lesson will also describe in detail techniques for interviewing and selecting candidates as agency volunteers.

GENERAL PRINCIPLES OF RECRUITMENT, SELECTION AND PLACEMENT

In recruiting and placing volunteers, the law enforcement agency should be selective in its use of time. Otherwise, recruiting, selecting, and placing volunteers becomes quite time consuming. Therefore, the law enforcement agency should draw upon outside resources that can assist in attracting and selecting volunteers and should establish contact with individuals and groups who deal with the elderly on a face to face basis.

Elderly volunteers will be able to help recruit other elderly volunteers. Happy, productive volunteers are the best recruiters of new volunteers. The enthusiasm older volunteers generate about their work and the staff with whom they work make them effective recruiters of other elderly volunteers, especially since the elderly volunteer in police work is a relatively new idea.

CONTINUED

3 OF 7

Key Points:

■ Assure elderly volunteers they will be accepted and wanted.

■ Identify specific assignments prior to recruitment.

■ Provide opportunity for a tour of the agency.

■ Form groups of older volunteers.

■ Move the recruitment, selection, placement process as quickly as possible.

Instructional   Name and explain seven steps in recruiting, selecting, and placing elderly
Objective 2:   volunteers.

General Directions

Stress economy of time. Show how to engage other community groups in selecting elderly volunteers. Point out that time saved can be invested in supporting volunteers who are involved.

Be sure to adapt the seven steps to the needs of the students. Draw upon their experience and ideas as much as possible.

Key Points:

■ Contact resource agencies for the names of elderly candidates.   4-4-2

1. For the general framework of the seven steps below and the charts and graphs see National Retired Teachers Association, American Association of Retired Persons, and Action for Independent Maturity, *Widowed Persons Service: Organizational Manual* (Washington), pp. 23-31.

Prior to recruiting elderly volunteers law enforcement agencies should assure older volunteers that they will be accepted and made to feel wanted by the staff with whom they will work.

A variety of specific assignments should be identified prior to the recruitment effort.

Before asking for a commitment, the opportunity for a tour of the law enforcement agency could be provided so that the older person can understand its operations and needs.

If it is possible, efforts should focus on forming groups of older volunteers who can work together on the same day and at the same time. This provides opportunities for personal and social relationships valued by older persons. It is best to recruit an older volunteer for a specific assignment and for a specific period of time — not to exceed one year — an agreement which can then be terminated or renewed by mutual agreement.

The recruitment and placement process should move as quickly as possible to involve elderly persons in volunteer work at the height of their interest and enthusiasm. At the same time, the recruitment process should be continuous in order to establish new groups, expand existing ones, and maintain a high level of participation. With these general principles in mind, we can now examine the steps involved in the process of recruiting, selecting and placing elderly volunteers.[1]

SEVEN STEPS IN RECRUITING, SELECTING AND PLACING VOLUNTEERS

Step One: Contact Resource Agencies

The law enforcement agency's coordinator/director writes a letter to agencies, companies, etc., that come into contact regularly with elderly persons on a face-to-face basis. The letter lets them know that in the next few months the law enforcement agency is going to recruit a certain number of elderly volunteers. The letter gives a general idea of the kinds of volunteers that will be ne ded. The letter asks for the names of elderly persons who can fill these needs.

Here are some groups that are known to have face-to-face contact with elderly persons on a regular basis:

- Senior citizen centers
- Retired Senior Volunteer Program (RSVP)
- Social service agencies
- Area Agencies on Aging
- Labor unions and companies with a retired persons club.
- Service Corps of Retired Executives (SCORE)

Key Points:

- Make personal contact with recommended candidates.

- Sponsor an orientation-information meeting and explain specific volunteer opportunities.

- Allow sufficient time for receiving formal applications for service.

- Interview volunteer candidates with needs of agency and volunteers in mind:

General Directions

Step Five treats the interview with the volunteer. Considerable detail has been included for staff who will have a part in the process of formally interviewing volunteers but have little experience in relating to them.

You will be dealing with three lists: The "Profile of a Volunteer," the qualities desirable in an interviewer, and the "Interview Chart." Make sure that students understand the Profile and Chart as aids and tools, not as indispensable elements of the process. Point out that both are reviewed before the interview and completed afterward. They are *not* used in the interview itself.

Be sure the students have available for use the Profile, interviewer qualities, and Chart as you teach them. The Profile and Chart are in the Student Digest. The interviewer qualities are summarized on vu-graph 4-4-4.

If the students' interview needs are informal, you might discuss with them the interviewer qualities only and involve them in a discussion of how they might apply some of them in their work.

Step Two: Personal Contact with Recommended Candidates

When these agencies have responded with their recommendations, the coordinator/director should write a letter to each recommended person. If appropriate, the letter can mention who suggested his name. The letter should explain that the law enforcement agency is recruiting a number of volunteers and the person is invited to a meeting of orientation and public discussion of the program.

Step Three: Sponsor Orientation-Information Meeting

At the orientation and public information meeting, the volunteer program is explained, preferably by a uniformed officer. The meeting itself will be a further weeding out process of the earlier recommendations made by the contacted groups. Generally, if the presentation is effective, 40 percent to 60 percent of the group will want to get involved further. Those who wish to consider participation should be handed an information and qualification sheet explaining each volunteer opportunity so that the volunteers can make a choice. Set a time limit for returning the sheet on which the prospective volunteer indicates assignment preferences. Be sure to schedule adequate time for questions and answers.

Step Four: Receive Formal Applications for Service

Elderly volunteer candidates should be allowed sufficient time to think over the matter of volunteering, to work out their own feelings about it, and to justify accepting the volunteer opportunity to relatives and friends. The prospective volunteer may speak with enthusiasm and the program may end up with yet another volunteer. In some cases, however, adverse reactions of friends and relatives will cause the individual to drop out.

Many unforeseen circumstances can prevent an interested person from responding on time. For those who fail to respond before the deadline, write a letter saying that you are sorry they did not make the time limit set. Ask if they are still interested and seek a new commitment. Ask them to write back. If they do express interest, let them know that there will be other opportunities and that you will be back in touch later.

Step Five: Interviewing Volunteer Candidates

Those who formally apply as volunteers are invited in for an interview. The interview should be structured with both the needs of the agency and the developmental needs of the volunteers in mind.

Key Points:

- Before interview: prepare through use of the "Profile of a Volunteer" chart.

- During interview: employ appropriate interviewer skills; set time limit. 4-4-3

4-4-4

2. This list is partially adapted from Stanley Levin, "How
   To Interview and Place Volunteers in a Rehabilitation
   Facility," *Volunteers in Rehabilitation* (Washington:
   Goodwill Industries of America, Inc., 1973), p. 4.

There are three stages related to the interview: pre-interview preparation, during-interview activities, and post-interview decisions.

A. Pre-interview Preparation. An interviewer without substantive volunteer experience can use the "Profile of a Volunteer," a chart on which the qualities sought in a volunteer are scored. By using the "Profile" before meeting with the volunteer the interviewer can have a grasp on what is sought in the volunteer (see next page).

Let's examine the sample profile. Along the bottom, qualities sought in a volunteer are indicated. Are there any major qualities missing? Along the left side there is a scale of 0 - 100. In the graph a dot is found above each quality at that score on the scale which best indicates the need for the quality. At the foot of the scale, just above each quality, the actual score sought for that quality is written. The dots are joined by lines to give the interviewer a frame of reference for measuring the volunteer in terms of qualities sought.

Before using the "Profile," the interviewer must do three things:

1. Analyze the written job description for the volunteer position

2. Adjust qualities of the profile to meet position needs

3. Adjust score for each quality to meet position needs

The "Profile of a Volunteer" is a preparation device for the interviewer. (After the interview has been conducted, the interviewer will return to the chart to rate qualities once again in terms of how they were perceived during the candidate's interview.)

B. During-Interview Activities. Qualities and skills are being sought in the prospective volunteer by the interviewer. Qualities are also necessary in the person interviewing an older volunteer. Let's discuss the following list of qualities to be sure that we are aware of some of the desirable characteristics an interviewer should possess:[2]

- Ability to converse easily with a stranger
- Acceptance of people
- Skill in observing or sensing other people's reactions, attitudes, concerns, and personality traits
- Ability to listen attentively and hear accurately
- Ability to speak clearly and explain matters in simple terms
- Capacity to recognize individual strengths and potential
- Familiarity with the volunteer program
- Ability to guide the conversation efficiently without sacrificing sensitivity or purpose

Suggested Profile of Volunteer

-SCORE-

Trait	Score
Sense of Responsibility	35
Wants to see results	15
Opportunity for self expression	30
Ability to motivate others	50
Availability on demand	30
Does not require close supervision	15
Enjoys being responsible to others	60
Desire to help others	80
Works well with ideas	35
Works well with people	50
Works well independently	60
Works well as team member	40

IV-61
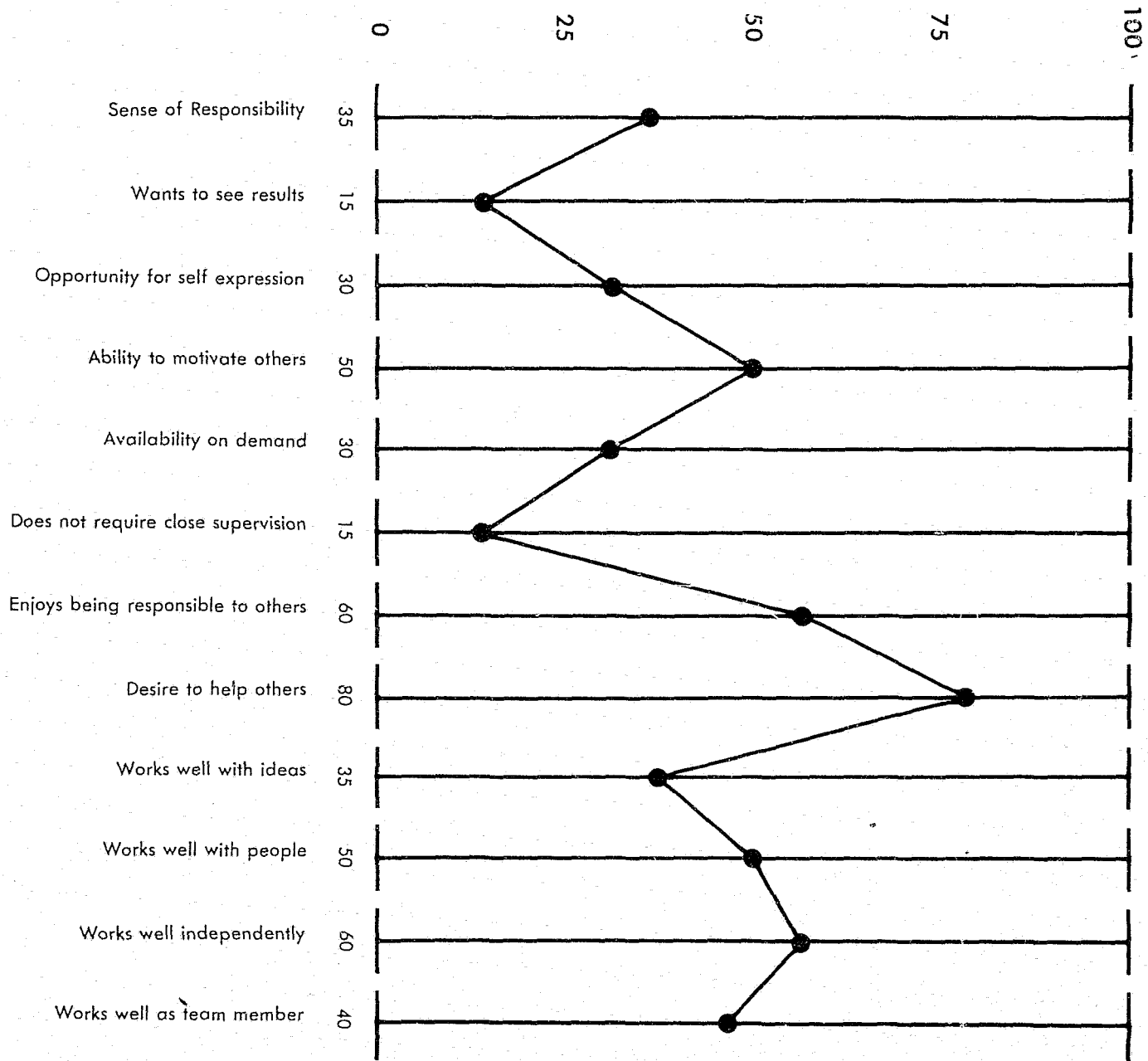
Key Points:

- Post interview:

    1. Score "Profile of a Volunteer" graph once again.

    2. Rate impressions of interviewer on Interview Chart for first time, using far left scale.

■ Place volunteer candidate in a pre-service training situation, if the interview session has been successful; afterwards, schedule follow-up interview, and complete Interview Chart by using far right scale.

4-4-5 ⟩

General Directions

Often instructors are asked what can be done about incompetent volunteers. Point out that a careful placement process will provide at least a partial answer.

- Sensitivity to comfort needs of older persons; this may be a simple matter of arranging seating close enough for easy hearing, shutting out outside noises as much as possible, arranging position so that older person does not face window, bright light, or glare.

The interviewer should set a time limit in advance for the interview, usually not to exceed one-half hour. Those older persons who are lonely or isolated may tend to hold onto the interview because the personal contact and attention means a lot to them.

C. Post-Interview Decisions. Two things are done: (1) the interviewer, using the "Profile of a Volunteer" graph scored prior to the interview, now scores the same qualities in terms of his own impressions of the volunteer and joins the dots for the sake of comparison; and (2) the interviewer, using an "Interview Chart," which outlines personal characteristics, personal relations, and personal values expected of a volunteer in police work, quickly rates his own *impressions* of the candidate (see next page).

The rating scale on the far left of the Interview Chart is the one used after the interview is completed. A check mark is placed in the appropriate column for each characteristic, relation, and value on the basis of the interviewer's perceptions of the interviewee: (--), (-), ( ), (+), or (++).

Step Six: Pre-Service Training

The volunteer candidate, if the interview session has been successful, is now placed in a pre-service training situation, mindful of the need to complete the placement process as quickly as possible. Some form of pre-service training, depending on requirements of the job itself, is part of the selection process. Only when a person is placed in a training situation will it be possible to get a true idea of whether or not the volunteer will work out. If the person learns quickly he can be a productive volunteer.

After the training experience, a follow-up interview takes place. The trainer completes the rating scale at the far right of the Interview Chart. If the candidate is accepted, the placement process is now complete.

Step Seven: Referral of Unaccepted Candidates

In this selection and placement process, it will become obvious that certain volunteer candidates will not work out. Often the elderly volunteer will be the first to recognize that he or she does not belong. If so, do not dissuade the person.

IV-63

Name: _____

Interviewer: _____

Date: _____

INITIAL INTERVIEW	PERSONAL CHARACTERISTICS	FOLLOW-UP
(--) (-) ( ) (+) (++)		(--) (-) ( ) (+) (++)

PERSONAL CHARACTERISTICS

Is resourceful
Is independent
Tolerates ambiguity
Is perceptive, insightful
Tolerates stress
Is analytical, orderly
Is persistent, resourceful
Learns easily
Is critical
Tolerates criticism
Is calm, easy going
Has sense of feasibility
Likes record keeping
Reaches decisions easily
Accepts established policy
Likes being part of team
Accepts new ideas
Has sense of humor
Makes good first impression
Is dependable
Is prudent in behavior
Is self-confident
Has adequate verbal skill
Has adequate writing skill

PERSONAL RELATIONS

Relates easily to peers
Relates easily to other classes
Forms social relations easily
Adjusts easily to different situations
Is concerned for others
Is tolerant of others
Is discerning about others' intentions
Has realistic expectations
Inspires respect for self
Inspires trustful relationships

PERSONAL VALUES

Finds satisfaction in job well done
Has strong sense of fair play
Is loyal
Avoids procrastination
Is independent thinker
Has zest for life
Has mature, realistic outlook
Is religious, but tolerant

OVERALL

Key Points:

- Refer unaccepted candidates to other organizations that place elderly volunteers.

However, it is a good idea to have a reciprocal arrangement with other groups in which older volunteers serve. If an older volunteer cannot serve in police work, the volunteer may be referred to one of these groups. The Retired Senior Volunteer Program (RSVP) is one organization that will attempt to place a retired volunteer.

SUMMARY

In general, follow these strategies in recruiting, selecting and placing volunteers:

- Know what tasks or positions will be filled by volunteers before beginning recruitment and selection process

- Engage other groups and individuals in assisting the process

- Move as quickly through the recruitment and placement process as efficiency will allow to capitalize on older volunteer's interest and enthusiasm at its height.

- A systematic process for recruiting, selecting and placing volunteers includes seven steps:

  1. Contacting groups who meet the elderly on a face-to-face basis to ask recommendations for volunteers;

  2. Inviting recommended persons to an orientation and public discussion meeting on the volunteer program;

  3. Conducting an orientation and public discussion meeting and providing an information and qualification sheet on job opportunities to be completed and returned within a specified time;

  4. Allowing a period of time for thinking over the decision to volunteer or not or volunteer before formal applications are demanded;

  5. Conducting an initial interview with each person interested in volunteering; using a "Profile of a Volunteer" and an Interview Chart in assisting the decision about whether or not to place the volunteer;

  6. Placing the volunteer candidate in a pre-service training situation and conducting a follow-up interview;

  7. Placing or referring the volunteer.

General Directions

This lesson is designed on the assumption that the exercise will be done as an integral part of it. If this is the case, the exercise is the test for this lesson.

Form students into groups of two for role plays. Each student should have four aids: (1) Job Description for a Volunteer: A Sample (see Lesson Three), (2) "Profile of a Volunteer," (3) the Interview Chart, and (4) the qualities desirable in an interviewer. Conduct the two role plays. After the second role play the latter three items above are completed, then discussed. The "Profile of a Volunteer" and the Interview Chart are completed so that students will get accustomed to using them. The qualities desirable in an interviewer are rated so that each student will get feedback on actual performance in role play.

Suggested time:
- Give instructions: five minutes
- Write specific job descriptions, graph "Profile of a Volunteer", and form groups of two: 10 minutes.
- First role play: 10 minutes
- Second role play: 10 minutes
- Complete charts individually: 10 minutes
- Partners review charting with one another: 10 minutes
- Instructor gathers work of each individual for review

EXERCISE

1. Write a specific job description for a volunteer position based on the "Job Description for a Volunteer: A Sample," (see lesson three). Using a sample "Profile of a Volunteer" form, identify each quality required in a person who fills that position and graph each quality on a scale of 0 - 100 in terms of how strongly it is needed.

2. Form groups of two. In a role play one person is the interviewer and the other is the interviewee. The interviewer conducts an interview for the position he or she has written earlier.

After first role play, roles are exchanged. Each group of two exchanges a member with another group. Role play interview is conducted on position written by the new interviewer.

After the two role plays each person:

1. Completes the "Profile of a Volunteer" based on impressions of interviewee.

2. Completes the columns for "initial interview" on Interview Chart based on impressions of interviewee.

3. Using a scale of A for "above average," B for "average," and C for "below average," each role play interviewee rates the respective interviewer for each desirable quality discussed in step five.

LESSON FIVE
OBJECTIVE: To design a support system and an ongoing training process for the elderly volunteers.

General Directions

Introduce the topic of the lesson. Stress that the whole lesson is really about support. The first part is about climate or working situation; the second part is about training. This is the most important lesson: without a good system of support and training, the volunteer program cannot succeed. Once the volunteer program is underway, support and training must receive the most attention.

Instructional
Objective 1:   List the elements of a support system for elderly volunteers in law enforcement.

General Directions

4-5-1

Here you will present seven elements of a support system for volunteers. You might get suggestions from the students. Ask them to reflect on their own experiences as volunteers.

Key Points:

■ The support system is the climate of acceptance and cooperation in the law enforcement agency, as well as the actual working conditions of the volunteer.

■ Elderly volunteers enjoy working with other persons of the same age.

■ What are some things that could be done to generate peer support?

1. Marlene Wilson, *The Effective Management of Volunteer Programs* (Boulder, Colo.: Volunteer Management Associates, 1976), p. 9.

Lesson Five
SUPPORTING AND TRAINING ELDERLY VOLUNTEERS

INTRODUCTION

In this lesson we are concerned with maintaining effectiveness in the work of elderly volunteers. This is where most agency effort should be placed, namely supporting and training volunteers.

First, we will take up the design of a support system whose purpose is to maintain effectiveness and job satisfaction throughout the period of volunteer service.

Then we will take up volunteer training, which is an indispensable part of a support system. Due to its importance we will give it separate attention. Volunteer training begins before the person starts on the job, and continues through the period of volunteer service.

ELEMENTS OF A SUPPORT SYSTEM

The climate of acceptance and cooperation in the law enforcement agency, as well as working conditions of the volunteer, are known as a support system. The support system does not motivate a volunteer to do more productive work, but lack of it "demotivates" the volunteer and exercises a negative impact on job satisfaction and work productivity.[1]

What are the key elements of a support system for elderly volunteers in police work?

Peer Support

Very important to the elderly volunteer are confidence-building relationships with other volunteers, namely peer support. Volunteers who are close to the retirement transition period (five years either side of retirement), find themselves at a critical "topping" time of life. They particularly enjoy working with other persons of the same age.

Whatever builds possibilities for peer support should be maximized. This could include team approaches, cooperative projects, effective communications, or social events. It could take the form, for example, of organizing several older volunteers to share responsiblity for one position. This will encourage the volunteers to share experiences related to their common assignments as well as provide them with flexibility in the use of time each commits to the task. Volunteers supporting other volunteers have a multiplier effect in terms of satisfaction and productivity.

Key Points:

■ Wherever physical needs exist, it is important that they be satisfied.

■ The reduction of fear and insecurity significantly improves effectiveness.

■ Retired volunteers, having suffered role and status loss, may need added encouragement to know they are wanted and needed by the regular force.

2. Margaret E. Hartford, *The Senior Years: Working With Older Adults in American Life: A Mini-text*, Prepared for Older Americans Volunteer Program, *loc. cit.*, pp. 13-15.

Satisfying Physical Needs

Taking care of the physical needs of the older volunteer is an important element of a support system. If physical needs and comforts are seriously neglected, morale and productivity suffer.

What physical needs of the elderly need special attention? If the older volunteer has no convenient means of transportation, arrangements should be made to avoid for them the stress of public transportation. A special room set aside in which the volunteers can get together for work, relaxation, or social purposes is another possibility. If the older volunteer serves through the noon hour, providing a hot meal will contribute nutritive as well as social benefits. Such small items as having coffee or tea available free of charge should not be overlooked. Finally, with most retired volunteers living on fixed incomes, providing them with out-of-pocket expenses will prevent taxing their limited personal financial resources — a price too high to pay for giving volunteer service.

Satisfying Security Needs

A third area that requires attention in a support system relates to the security needs of an older volunteer. Volunteers fear the unknown. They will be insecure if they do not know what to expect or what might happen to them, especially when they are new volunteers. Beginning volunteers often fear putting themselves in a bad light or making a mistake. Sometimes persons hesitate to come forward because they do not know what will be required of them.

Many of these fears and insecurities can be alleviated through a careful orientation process, through linking the older volunteer with other volunteers, through sensitivity on the part of professional staff, and through allowing each elderly volunteer to progress at his own pace. Retired volunteers often have suffered from a loss of role and status.[2] They may need added encouragement and support in order to assure them that they are needed and wanted by the regular force.

Appreciation and Sense of Accomplishment

A fourth element of a support system comes from the appreciation shown the volunteers by the law enforcement agency and the sense of accomplishment they feel about the work they are doing. Volunteers don't take money for their services. But that doesn't mean they should not receive rewards for their work.

Key Points:

- What are some ways volunteers can be made to feel a sense of appreciation and accomplishment?

- Feedback: regular review periods that include open conversation provide support for both the volunteer and the program.

- Given the opportunity and provided with assistance, elderly volunteers will accept more challenging assignments.

3. Susan K. Bushant, *Volunteer Program Development Manual*, Prepared by the State of Colorado Judicial Department Volunteer Services Coordination Project, (Denver, 1973), pp. 67-71.

Here are some examples of volunteer reward suggestions, adapted from a manual for court volunteer development:[3]

1. Volunteer I.D. cards or lapel pins.

2. A swearing in ceremony.

3. A personal appreciation letter at the beginning of service or after a successful year of service.

4. A volunteer recognition certificate at the end of a successful term or for outstanding service.

5. "Volunteer of the Month" or "Volunteer of the Year" awards, noted in program newsletter or in public press.

6. Publicized, newsy human interest items about the volunteers.

7. An honor roll of active volunteers.

8. Volunteer recognition banquets, usually held about once a year; and less formally, picnics and parties.

Effective Feedback

A fifth element is an effective feedback system. Volunteers need to know honestly how they are doing. They also need to communicate to their supervisors their feelings and suggestions for the improvement of the program. Regularly scheduled review periods to examine progress and needed improvements provide an occasion of support for both the volunteer and the program.

This review can take place in a conversation in which both volunteer and supervisor discuss how the volunteer has done and what the volunteer can do to improve his performance. The volunteer should be free to express his feelings about the treatment he receives from the supervisor and other leaders in the program. Open conversation of this kind enables feelings to be expressed easily and conflicts to surface and be resolved. Both add to an effective support system.

New Skills Development

A sixth element: supervisors and organizers of volunteers should be on watch for new skills as these develop in the performance of voluntary service. This is especially important with elderly volunteers. They tend to choose initial assignments in which they feel comfortable. If

Key Points:

■ Training staff to work with volunteers is more important than training volunteers themselves.

■ How can staff members show that they care about volunteers?

Instructional
Objective 2:   Describe the parts of an ongoing training system.

General Directions

Stress that informal training approaches work quite well with volunteers. At all times informal training should supplement the formal training given. Stress also that by training we mean whatever increases the potential of the volunteer. The training system is designed to satisfy many of the support needs of volunteers discussed earlier.

Key Points:

■ Training includes whatever increases the volunteer's potential.

■ Informal approaches work well with older volunteers.

4-5-2

4. Mary M. Seguin, *Working In An Older Volunteer Program: A Mini-Text*, Prepared for Older Americans Volunteer Program (Washington: ACTION, August, 1973), p. 9.

5. See especially, Stanely Levin, "How to Prepare Volunteers To Help in a Rehabilitation Facility," *Volunteers in Rehabilitation* (Washington: Goodwill Industries of America, Inc., 1973), pp. 25-35.

Schindler-Eva Rainman and Ronald Lippitt, *op. cit.*, pp. 72-81.

they are given the opportunity and are assisted by informal training experiences, they often will accept more challenging assignments.[4] Being attuned to this opportunity, supervisors will create an environment in which volunteers are productive because they are constantly stimulated to utilize new skills.

Staff Support

A seventh element is the active participation of the paid staff in working with and supporting volunteers. If supporting volunteers is more important than recruiting them, increasing the skills of staff in working with volunteers is more important than training the volunteers themselves. The more capable front line staff becomes in working with volunteers, the more capable volunteers will become in working with front line staff.

Good relationships between the volunteers and the paid staff need careful attention. Volunteers themselves are basically people who care; otherwise, they would not be offering their services. They expect in return the care and concern of their organizers and supervisors. For example, a special effort could be made to know the names of the volunteers and a little about them personally. Friendly attitudes help, such as greeting volunteers with a friendly "hello." Reminding the volunteer of a job well done will be appreciated. When volunteers speak with paid staff about things not formally related to the program or ask advice on personal matters, this should be looked upon as a measure of the volunteer's respect. It's at informal moments such as these that trust, mutual respect, and support are strengthened.

AN ONGOING TRAINING SYSTEM

We now take up the question of how to structure training for older volunteers. By training we include anything that helps to increase the realization of the volunteer's potential.[5]

More often than not, training of the elderly volunteer should be informal and personal. As a general rule a volunteer should start on the job as soon as possible to capitalize on initial interest and enthusiasm. General orientation should be provided for all. Some form of pre-service training is an important part of the recruitment-placement process in making a decision about the capabilities of the volunteer. It is best presented informally, with formal pre-service training reserved for those situations in which detailed information about the assignment is necessary in order to get started on the job.

Key Points:

- Training is mainly on-the-job and continuous.

- Pre-service training can include:

    - A tour of the agency with opportunities for informal chats

    - Volunteer working briefly on a variety of jobs

    - Group meetings with other volunteers

    - Pre-service practice

- Pre-service training sets the stage

Once started, training should be on-the-job and continuous. Initially it is related to the specific job but gradually broadened to include information about the total law enforcement agency and issues of special concern to older persons. In this way the older volunteers can begin with assignments comfortable to them; then, after some on-the-job experience, they can broaden horizons and progress, each at his own pace, to tasks requiring greater responsibility.

A training system that takes into account these needs has five parts:

Pre-Service Training

Pre-service training begins with the recruitment process and enables the volunteer to take a look at himself, his own skills, and at the job that needs to be done. Pre-service training can include a tour of the agency and should provide opportunities for informal chats with present volunteers and staff. Time should be allotted for the volunteer to discuss observations with staff members assigned to the pre-service training process.

What the training consists of depends, of course, on the kind of job for which the volunteer is being prepared. If a variety of jobs is possible for the volunteer, it might be useful to have the potential volunteer work briefly on a few so that a more informed choice can be made. Potential volunteers can also spend a brief period of time observing staff at work.

If possible, group meetings involving other potential volunteers should be held so that they can talk with one another and share each other's questions and ideas. They also need input from someone who can speak with authority about the law enforcement agency to help clarify their own role and their understanding of other persons' roles.

Some pre-service practice might also be useful to assure a smooth entry into the system. This could be done by role playing situations related to jobs they will hold: greeting clients, working with supervisor, using telephone properly, etc.

In summary, pre-service training sets the stage for later service. It can be quite informal. One should maintain a flexible approach so that whatever is done is in the best interests of the potential volunteer and the law enforcement agency. It can include:

- A tour with informal chats with staff and volunteers
- Brief service in a few jobs or observation of staff at work
- Group meetings
- Pre-service practice

Key Points:

■ Start-up training relates to the actual beginning of work. It can include:

- A conversation at end of the first day to give immediate attention to the solution of problems.

- Group meetings and tape recordings of work

■ How can we creatively assist the new volunteer just beginning an assignment?

■ The purpose of maintenance-of-effort training is to increase skills.

■ Meetings of volunteers, input sessions and staff meetings are opportunities for maintenance-of-effort training. What other opportunities can be utilized?

Start-Up Training

This training relates to the actual beginning of work. It is at this time that the volunteer's store of resources, skills, and alternatives is least known. Practical and immediate assistance is needed and provides a good opportunity for effective training.

How can this training be provided? One way is to have the supervisor, trainer, or an experienced volunteer hold a conversation with the new volunteer at the conclusion of the first day's work. The purpose of the conversation is to give immediate attention to the solution of problems that have come about as a result of inexperience at the job. Another way is to have the new volunteer paired with a more experienced one. The two go through the first day together and discuss what happened at the end of the day.

Group meetings can also be held for the purpose of letting volunteers discuss with one another and with staff present what happened and what could have been done differently. Another method might be to have new volunteers tape record part of their work, for example, a telephone conversation, for a critique later.

Start-up training is a matter of creatively assisting the new volunteers in an informal manner to resolve the immediate problems that arise on the job until the volunteers have gained enough experience and confidence to function on their own resources. The important point is to recognize the training opportunity present in this situation.

Maintenance-of-Effort Training

The purpose of maintenance-of-effort training is to increase skills, to keep the volunteer from falling into poor work habits, to learn newer and better ways to do a job, and to stimulate the volunteer's interest and ability in assuming higher responsibilities.

What opportunities can be utilized for maintenance-of-effort training? Meetings of the volunteers themselves can provide such occasions. Here they can share their own ideas about improving job performance. Input sessions of various kinds can be scheduled at which a staff member or an outside resource can present ideas relevant to volunteer performance. Staff meetings with the volunteers should not be overlooked. Part of the meeting can be used for educational or training purposes.

Volunteers could also be invited to attend meetings of the paid staff as part of their ongoing training. When outside speakers come into the agency to address the regular force, volunteers could be invited if the topic relates to their work.

Key Points:

■ Periodical review and feedback is a major source of evaluation, both of the volunteer and the training received. It is:

- flexible, informal, and adaptable

- held at regular intervals

- based, if possible, on an individual work plan or a job description

- focused on ways to improve performance

- shared by volunteers with similar work experiences

Opportunities can also be sought in continuing education programs in the community.

The main point here is that the coordinator/director must regularly provide maintenance-of-effort training; he should structure a flexible program to assure continuous growth opportunities for the volunteers.

Periodic Review and Feedback Training

This form of training reviews the problems and issues that arise out of Pre-Service, Start-Up, and Maintenance-Of-Effort training. In effect, this type of training takes the form of an evaluation, both of the volunteer and the training received.

As training, it allows the supervisor to instruct or to impress upon the volunteer the requirements of the assignment. What may have been an academic point during orientation or earlier forms of training, can now be dealt with in the light of actual experience.

How can Periodic Review and Feedback training be done?

It should be done flexibly and informally, and be adapted to actual conditions. Some volunteer assignments may require little more than general orientation — which should never be omitted — prior to service. For example, volunteers who do typing, filing, etc., may need little training other than work on the job under the supervision of a regular staff member. In this case, an evaluation should be held at the end of two weeks of service as part of the placement process.

Periodic Review and Feedback meetings should be held at regular intervals, perhaps quarterly. Where appropriate, an individual work plan, based upon the responsibilities of the written job description, should be agreed upon at the beginning of a work quarter and reviewed three months later. If the assignment consists of routinely recurring tasks, the job description itself can be the basis of review.

The review allows feedback to individual volunteers on how they are doing and additional instruction from the supervisor on ways to improve performance. It also allows the supervisor to hear the needs and to review the suggestions of the volunteer. In addition, it may be helpful after individual Periodic Review and Feedback meetings to assemble volunteers with similar work assignments for the purpose of sharing work plans and feelings about how activities can be improved.

Periodic Review and Feedback training will result in knowledge and skills improvements, and in the improved job performance of the volunteer. It also offers some other benefits such as:

- reinforcing the volunteer in tasks being done well.

Key Points:

■ Transition training prepares existing volunteers for new tasks.

General Directions

Review and reinforce the main points in this lesson. The summary is a guide. Stress again the importance of a support and ongoing training system, if they are ineffective, everything will be in vain.

6. See especially, Ethel Percy Andrus Gerontology Center, *Releasing the Potential of the Older Volunteer*, A monograph of the Older Volunteer Project (Los Angeles: University of Southern California, University Park, 1976), pp. 8-9, 17-19, 31-32.

Stanley Levin, "How to Motivate Volunteers in a Rehabilitation Facility," *loc. cit.*

Schindler - Eva Rainman and Ronald Lippitt, *The Volunteer Community: Creative Use of Human Resources*, 2nd ed. (Fairfax, VA, NTL Learning Resources Corporation, 1975), pp. 46-63.

Marlene Wilson, *The Effective Management of Volunteer Programs* (Boulder, Colorado: Volunteer Management Associates, 1976), pp. 41-56.

Janet S. Sanier and Mary L. Zander, *SERVE: Older Volunteers in Community Service*, A Research and Project Conducted by the Committee on Aging, Department of Public Affairs (New York: Community Service Society of New York, September, 1971), pp. 101-111.

- suggesting the need for redesign of present assignments or the creation of new ones as the result of volunteer performance.
- indicating the need for terminating or transferring the volunteer, or preparing a volunteer for higher responsibility.

Transition Training

Volunteers who perform well at one level of service will not necessarily perform equally well in higher responsibilities. But, very often they will.

Hence, a carefully designed method of Transition Training, growing out of the other four forms of training, can prepare existing volunteers for new tasks in the agency.

A present volunteer who shows promise and is ready to progress is initiated into some form of appropriate Pre-Service Training for a new assignment. This can be done while the volunteer continues on his present assignment.

SUMMARY

Maintaining volunteer effectiveness includes support and training. Included in a support system are the following elements: [6]

1. Effective peer support among the volunteers themselves.
2. Taking care of the physical needs of older volunteers.
3. Satisfying the needs of volunteers for comfort and security in their work.
4. Showing appreciation to volunteers and providing them with a sense of accomplishment.
5. Letting volunteers know how they are doing and giving them the opportunity to express their own feelings and suggestions.
6. Promoting older volunteers to higher responsibility when they are ready for it.
7. Promoting good relationships between volunteers and paid staff.

An ongoing training system will take into account the needs of elderly volunteers for informal approaches and for development at one's own pace, and will include these five elements:

1. Pre-Service training, which begins with recruitment and terminates with the successful placement of a volunteer in an assignment.
2. Start-Up Support training, which assists new volunteers with immediate problems until enough experience is gained to function on their own resources.

3. Maintenance-Of-Effort training, which is a flexible program of opportunities to learn better ways of doing a job.

4. Periodic Review and Feedback training, which allows evaluation, instruction and reinforcement on the basis of experience gained in the performance of the job.

5. Transition training, which prepares present volunteers for higher forms of service.

MODULE FIVE

HOW TO COMMUNICATE
WITH OLDER PERSONS

MODULE FIVE OBJECTIVE:

To tell how communication skills can be used
with older persons in crime-related and non-
crime situations and in programming.

LESSON ONE
OBJECTIVE:
To specify how basic verbal and non-verbal communication skills can be helpful in crime-related and non-crime situations involving the elderly.

General Directions

This lesson presents an overview of important areas of communication with particular emphasis placed on communication skills helpful in working with older persons. The anticipated time necessary for instruction is two hours. Crime-related and non-crime situations will also require one hour.

Because this is a two-hour lesson, the instructor will have the option to give students the opportunity to practice the communications skills discussed.

Encourage students to voice their questions, opinions and experiences in using communication skills in working with older persons. The overall purpose of this lesson is to give the student techniques to facilitate conversation in the numerous informal face-to-face contacts he will have with older persons.

Key Points:

■ The first step toward effective communication is a recognition and appreciation of the other person's point of view.

Instructional
Objective 1:
To identify and use effectively the positive components of eye contact, posture, gestures, touch, personal space, and vocal characteristics.

General Directions

Introduce the general principle of non-verbal communication. Ask students what sort of non-verbal behavior might give the impression of interest, concern, etc. Then explain each non-verbal communication skill using the suggested questions in the key points for discussion.

Key Points:

■ Non-verbal messages are constantly being communicated.
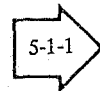
5-1-1

Lesson One

COMMUNICATIONS WITH OLDER PERSONS IN CRIME-RELATED AND NON-CRIME SITUATIONS

INTRODUCTION

Communicating with older persons is not very different than communicating with any other persons; but certain communication problems may arise because of sensory perception, physiological and psychological changes that often accompany the aging process. These changes make it necessary for law enforcement officers to use different techniques, or communication skills, in order to deal effectively with older persons in crime-related and non-crime situations.

Recognizing and appreciating the other person's point of view is the first step, and perhaps the most fundamental first step for effective communication. This ability is called by many names: empathy, communication awareness, psychological adaptation, etc. Whatever the name, this ability usually results from a person's curiosity about human behavior and from a genuine interest in other people. Perfection of communication skills will be incomplete, if it is not coupled with this appreciation of the other person's point of view. Point of view is determined by total life experiences (age, working experience, education, ethnic background, childhood), the person's present emotional state, and the relationship to the person (or persons) with whom the individual is communicating.

The law enforcement officer's acceptance of an older person's point of view (and vice versa) is particularly important. The officer may be one of only a few human contacts the older person has. There may be few family members or friends left. The contact can also be personally significant to older persons who are often ignored and no longer listened to.

Basic communication skills are important when any type of dialogue takes place between people. In this lesson, particular emphasis has been placed on communication skills helpful in working more effectively with the elderly.

NON-VERBAL COMMUNICATION

In our culture, communication relies heavily on words, whether spoken or written. As a result, non-verbal communication is often overlooked or underestimated. It is important to recognize at the beginning the impact that non-verbal behaviors and messages can have on effective communication. These non-verbal messages are constantly projecting clues to another person, giving the impression that the speaker is interested, concerned, caring, and competent.

Key Points:

■ The older person's point of view is projected in the non-verbal cues he gives.

■ Establish and maintain periodic eye contact.

■ Discuss eye contact. Ask the students: How do you respond to people who never look at you when they are talking to you?

■ Discuss posture. Have students demonstrate different postures, such as slouching, leaning forward, or sitting rigidly. Ask: What non-verbal messages are sent with such postures?

■ Discuss gestures. Demonstrate the different effect made when communicating without using the hands at all, as opposed to using the hands to gesture.

■ Discuss touch and personal space. Ask for experiences involving different persons' attitudes toward touch.

1. The following materials were extracted from: Pennsylvania State University Institute for the Study of Human Development, Gerontology Center, *Communication Skills for the Gerontological Practitioner*, University Park, Pa., 1976.

2. *Ibid.*, p. 36.

Or, they may give the opposite impression. In inter-personal communication, non-verbal messages are being communicated as well as verbalized thoughts.

The law enforcement officer can achieve a broader understanding of the older person's point of view by observing non-verbal cues. He can also avoid misunderstandings about his point of view by attending to the non-verbal cues he gives.

When communicating with an older person, the following non-verbal communication skills are particularly important: eye contact, posture, gestures, touch, and voice characteristics.[1]

Eye Contact. In using non-verbal messages, it is essential to establish and maintain periodic eye contact with an older person. Look at the older person when he is talking but also allow your eyes to drift away and then return them to the person. Comfortable eye contact communicates an interest in the person as well as the desire to be understood. Eye contact is important in another sense as well. By really seeing and observing the older person's own non-verbal messages, you may find that often he or she is not able to see very well or that the person may be uncomfortable, or ill at ease.

Posture. Your posture is particularly important with respect to older people. As an example, an aggressive-appearing posture may be threatening. Often it will be necessary to position yourself directly in front of an older person so you can be seen, heard and understood.

Gestures. Gestures, when coupled with verbal responses, will help get your message across more clearly. A gesture may be as simple an action as pointing to the object you are talking about. On the other hand, a nervous gesture, such as foot-shaking or playing with a pencil, may indicate to an older person that you are uncomfortable in his or her presence.[2]

Touch. An older person may touch you, or hold your arm or hand. The desire for human contact is a need everyone has — young or old. Touching may be particularly important for the elderly who may have fewer personal contacts as they grow older and become more detached from the mainstream of society. Some situations will require that the law enforcement officer touch the older person, in order to get attention and also in order to reassure or comfort the person.

Personal Space. In this respect, it is important to mention the attitudes that people hold about the appropriate use of personal space — the space immediately surrounding the body. Americans generally do not like to stand close to others except in very intimate encounters. In working with the elderly, a law enforcement officer must be willing to alter attitudes about standing close. To speak effectively to an older person with impaired sight and/or hearing, it may be necessary to stand very close to the person. Standing close is also a non-verbal cue to the older person that the encounter is personal.

Key Points:

■ At this point ask the question: If someone suddenly leans into your field of vision which is contracted because of poor eyesight, and shouts at you, what will you probably do? (You might illustrate this while talking by suddenly leaning into a class member and talking. The student will almost always respond by drawing back.) You would draw back. And the older person will draw back because this seems to him an aggressive encounter. An insensitive application of communication skills will result in communication distortion.

■ While speaking the next sentence, speak loudly and slowly. WHAT KIND OF PERSON DO YOU USUALLY SPEAK TO IN THIS WAY? The answer, of course, is a child or someone not quite bright. Thus a stereotype is confirmed. The older person is also aware that we only speak in this way to the child or mentally ill, and he does not see himself as either; as a result, he asks you not to shout. Discuss vocal characteristics.

Instructional Objective 2:   To identify and use effectively the positive components of verbal communication.

General Directions

5-1-2

In verbal communication, there are various ways to respond to people — each serving a different purpose in furthering the conversation and developing a deeper understanding of how the other person feels. This section will cover four verbal communication skills helpful in facilitating conversations with older persons. The student needs to understand the purpose as well as the correct practice of each skill discussed. After a brief explanation of how semantic difficulties tend to arise, this section will examine small talk, a technique which can incorporate all four verbal communication skills as well as the non-verbal ones.

Key Points:

■ A mirror response repeats what has been said. It is helpful in clarifying confusing thoughts and unclear speech.

3. The following materials were extracted from: *Ibid.*

Vocal Characteristics. How the voice is used can create non-verbal communication problems. It is not uncommon for an older person to have a hearing difficulty. If a law enforcement officer, trying to compensate for the hearing difficulty, begins to shout or to pace his words too slowly or in an exaggerated monotone, the listener can feel uncomfortable, "talked down to," or feel scolded. Skillful communication in this instance generally calls for speaking clearly and comfortably in a lower voice tone.

VERBAL COMMUNICATION

Just as non-verbal communiction skills are necessary for effective communiction, so too are effective verbal communication skills. These skills are essential if the older person is to develop a strong, trusting relationship with the law enforcement officer. What is important here is that the law enforcement officer really understands what it is the older person is trying to communicate. Equally important is that the older person really understands the law enforcement officer. Without mutual understanding, trusting relationships do not develop.

Four verbal communication skills, each one helpful toward communicating with and understanding an older person, will be discussed below. They are: Mirror Response, Paraphrasing, Open-ended Question, and Feeling Response.[3] These techniques also foster a trusting relationship between persons.

Mirror Response

The law enforcement officer can repeat, or mirror back, to the older person what the person just said. If this technique is overused, however, it can cause the conversation to become very repetitive. Nevertheless, there are instances when the technique must be used. One example would be an older victim giving a precise description of the perpetrator. Repeat back exactly what you hear to make certain you have accurate facts to act on. This technique is also important when attempting to communicate with an aphasiac — a person suffering from a speech disability due to brain cell damage.

The mirror technique is very simple, as the following example illustrates:

Older Person: "My social security check should have come in the mail today."

Listener: "You're saying that your social security check should have come in the mail today."

or, "It seems to me that you're saying. . . . "

Key Points:

■ Paraphrasing repeats, in your own words, what has been said. The purpose of checking out what you heard is still the goal.

■ Open-ended questions cannot be answered in one word. They serve to elicit, rather than inhibit, a complete response.

■ A feeling response identifies the feelings being expressed in a sentence. When you state it to the other person, you will be checking out your own perception of the situation, helping to clarify the feelings underlying the situation and accepting the other person so he feels free to talk further.

or, "Let's see if I have this straight. . . . "

or, "What I hear you saying. . . . "

Paraphrasing

The purpose of checking out what you heard is still the goal of this technique, but the listener now uses his own words to repeat the gist of what was said, as the following example illustrates:

Older Person: "My social security check should have come in the mail today."

Listener: "Your money hasn't come yet?"

Open-ended Question

An open-ended question is one which cannot be answered with a simple "yes" or "no." An open-ended question allows the older person to talk more freely or take the conversation in any direction he chooses, rather than to be led by the law enforcement officer. This technique is helpful for eliciting information and feelings and not inhibiting them. Examples of words that begin open-ended questions are "What," "How," "Why," and "Where." On the other hand, if a question begins with "Is," "Do," or "Are," the response will most likely be a "yes" or "no."

Examples of open-ended questions are: "How did it happen?" and "What did the person look like?" The technique can be modified by asking leading questions, such as: "Did he have a hat?" or, "Did he go in this direction?" or, "Did he have eyeglasses?"

Feeling Response

A person can state clearly what is on his mind, without being clear how he feels about it. He may be angry, resentful, embarrassed, confused or amused; his feelings may be directed toward whatever he is talking about, or they may be reflecting how he feels in the present situation — his feelings toward you, the law enforcement officer.

Knowing exactly how a person feels about the information he is relating is important for understanding and interpreting the facts. Knowing how a person feels about the present situation, his relationship to the listener, is important for maintaining effective person-to-person communication.

The law enforcement officer may need to use a feeling response technique to identify these feelings, to help verbalize them, and to determine what they are related to. He may begin

Key Points:

■ Optional: An exercise in Feeling Response. Have students write down a feeling response to any or all of the following statements:

1. I just can't believe that you really seem to understand. This is the first time anyone has understood me.

2. I don't know what to do anymore. I'm just not able to do all the things I could do when I was younger.

3. Nobody really cares about me anymore. I'm so isolated from everyone.

4. I'm sure glad my neighbor was home. I just don't know how I lost the key to my apartment.

5. Why don't they have more time to talk to me? I really would like some company.

6. I can't believe my good neighbor, Sarah, died. She was in such good health — and such a good woman.

7. If it weren't for you, I'd be totally alone.

8. Doing some things for myself is hard, but I will not let them help me.

9. I can't wait to move out of here and into that new high rise with people of my own kind.

10. The world just isn't the way it used to be. There are so many things now that I just don't understand.

Discuss the responses used. Reinforce correct responses. Those responses which were not as good should be replaced with better suggestions so that students clearly understand how to make feeling responses.

■ Semantic difficulties occur when the meaning of what is said is not understood.

■ Small talk, a reliable technique to establish rapport with older adults, involves a short personal conversation.

■ Verbal and non-verbal communication skills are helpful in dealing with older persons both in crime-related and non-crime situations.

the feeling response with a tentative statement like: "It sounds like you are. . . " or " I think I hear you saying. . . . "

By using a combination of these verbal communication techniques, the law enforcement officer can understand better what an older person thinks and how he feels about the situation, as well as encourage continued communication and increased trust.

Verbal communication can be hampered from time to time by semantic difficulties. Many words which law enforcement officers use regularly are technical terms, unfamiliar to the general public and to most older persons. There are also many words in everyday conversation that are relatively new, coming from technical innovations over the last few decades, or words that have changed meaning with time. A law enforcement officer must be attentive to his choice of words. Non-verbal cues from his older listener may signal misunderstanding, lack of understanding, or confusion.

By using these verbal communication skills with an older person, the law enforcement officer will discover the importance of "small talk." Small talk is a very reliable technique for establishing good rapport with an older person. Small talk can prevent relationships from becoming strained, marked by mistrust, or any feeling of strangeness. Small talk is a ten-to-fifteen minute conversation wherein the officer sincerely asks something about the older adult's personal life. The topic he chooses can be based on observation of objects or persons in the older adult's surroundings. Photographs, a flower garden, a nice piece of furniture, antiques, etc., are suitable objects to elicit a personal response. Neighbors, community leaders, famous actors, can be good topics for small talk. Ecology, traffic, or even the weather are other alternatives. The older person must be allowed sufficient time to respond, or the officer's sincerity in asking the question will be doubted. While listening, the officer can apply the four types of verbal responses and organize his approach for taking control of the conversation and turning it toward the business at hand.

In summary, effective communication with an older person is based on understanding the person's point of view and on the skillful use of non-verbal as well as verbal communication techniques. A seemingly insignificant activity like small talk takes on a special importance for a law enforcement officer who wishes to communicate effectively and to establish a trusting relationship with an older person. These communication skills will be helpful in dealing with older persons both in crime-related and non-crime situations.

Instructional
Objective 3:   To give an explanation of communication skills and techniques for crime-related and non-crime situations that involve older persons.

General Directions

This section will describe the older offender, victim and witness to crime and suggest effective, practical communication skills and techniques. It will also cover the common kinds of non-crime situations where older persons and law enforcement officers will interact. After presenting this section, it may be helpful for the students to review the discussions on verbal and non-verbal communication.

Key Points:

■ The UCR indicates a decreasing trend, by age, in arrests.

■ The types of offenses common to the older population are: drunkenness, driving under the influence, disorderly conduct and fraud.

■ Offenses related to drinking are a particularly serious problem for older age groups.

4. Clarence M. Kelley, *Uniform Crime Reports for the United States: 1975* (Washington: U.S. Department of Justice, August 25, 1976), p. 189.

5. Oliver J. Keller, Jr. and Clyde B. Vedder, "The Crimes That Older Persons Commit," *Gerontologist,* 8 (1968), p. 43f.

6. Office of Criminal Justice Programs, *Michigan Publics,* 1975, pp. 1-20.

7. An analysis of older offenders in *Crimes Against the Elderly,* A Report of the Crime Prevention Unit, Huntington, W. Va. Police Department (February, 1976).

8. St. Petersburg Police Department, *Crime and the Elderly* (St. Petersburg, Fla., 1975)

CRIME-RELATED AND NON-CRIME SITUATIONS

The crime-related situations in which a law enforcement officer may have to deal with an older person are usually these: the older person as a criminal offender, as a crime victim, or as a witness to a crime.

Older Persons as Offenders

The least frequent situation for coming into contact with an older person is as a criminal offender.

The Uniform Crime Reports indicate a decreasing trend, by age, in arrests, as illustrated by the following chart:[4]

Arrests by Age, 1975	
Age Bracket	Percentage of Arrests
25-29	11.7%
50-54	3.6%
55-59	2.2%
60-64	1.4%
Over 65	1.2%

The total percentage of arrests for all older age groups is less than the arrests made in the one 25 to 29 year-old grouping.

An analysis of the types of offenses resulting in arrests shows that people over 50 years of age are apprehended for many of the same crimes as younger persons.[5] There are many crimes that the older population group shows less of an inclination to commit than younger persons. On the other hand, certain crimes seem to be more common among the older population group. Among these are crimes involving drunkenness, driving under the influence, disorderly conduct and fraud.[6]

In Huntington, West Virginia, for example, 20 percent of the population is 60 years of age and older. This group accounted for 6.4 percent of 2,000 arrests over a one-year period; 87 percent of these older suspects were arrested for public drunkenness.[7]

In some areas, larceny will be one of the frequent crimes committed by older offenders. A possible explanation is the inclusion of shoplifting in this crime category. As an example, shoplifting accounted for 250 suspects 60 years of age and older who committed 396 Part I crimes during 1975 in St. Petersburg, Florida.[8]

Key Points:

■ The older offender may require special handling if there are sensory perception, physiological, or psychological problems that indicate he may be a threat to himself or others. In most circumstances, no special handling is necessary.

■ Older offenders are not necessarily vagrants or dirty old men.

■ Situations that may trigger deviant behavior in older persons include:

- Loss

- Health Problems

- Restraint

- Anticipation

■ Older victims, like younger victims, generally do not report crime.

9. Oliver J. Keller, Jr. and Clyde B. Vedder, *loc. cit.*, pp. 45-47.

10. Marlene A. Young Rifai, *Older Americans' Crime Prevention Research Project Final Report* (Portland, Oregon: Multnomah County Division of Public Safety, December 31, 1976), p. 47.

11. *Ibid.*, p. 97.

How should a law enforcement officer conduct himself when dealing with an older person who is a criminal offender? Four points are worth special consideration:

1. Don't stereotype the older offender as a vagrant or a dirty old man. Sex offenses — and others like fraud and embezzlement — have received the most attention from criminologists because they have usually written about older offenders who have been given _ison terms.[9]

2. Realize that older offenders are generally apprehended for the same offenses as offenders of other age groups. Except for their age, they are not really very different.

3. Understand that any of the following situations may be influencing the deviant behavior:

- Loss. The inability to adjust to a loss, whether real or imagined, can lead to deviant behavior. Bereavement, for example, may lead to excessive drinking in later life.

- Health Problems. Older persons often incur chronic illnesses and pains. For example, in a case of disorderly conduct the suspect may have undergone an operation or recently absorbed a psychological shock of some kind.

- Restraint. There are many physical and social restraints on the lives and activities of older persons. Society's negative attitudes toward sexuality in the older person may have driven a suspect to commit some form of sex offense.

It should also be noted that the anticipation, as well as the realization of losses, health problems, or restraints may influence older persons and affect their behavior.

4. Realize that the older people must adapt to the stresses and losses that are part of aging. They may be acting out some form of social deliquency to compensate for unmet needs arising from these changes. Although this may be an explanation, it should not be considered an excuse for criminal behavior.

The Older Person as a Crime Victim

The number of all victims who report crime is quite low. Less than half contact the police.[10] Studies have confirmed that this is true among older age groups as well. Reasons older persons give for not reporting crimes include:

1. the police could not do anything and there was no reason to report,

2. the incident was too trivial to report to the police, or

3. a fear of reprisal, as indicated by the following quote: "The likelihood of the offender being sent to jail is negligible and you will have to face him on the streets. Even if the offender is sent to jail, his friends will get even with you."[11]

Key Points:

■ Older persons are more often victims of strong-arm robbery, purse snatch, pickpocketing, residential burglary, and fraud.

■ Crime has a more serious impact on the older victim.

■ Efficiency in dealing with older victims is not sufficient for effective law enforcement service. Effective communication requires a recognition and appreciation of the older victim's point of view.

■ Optional. For class discussion in this area, you may want students to consider what can be done about the victimization of older persons. Discuss the feasibility of the following actions:

    1. Institute a Transit Bank, which can be used as a holding place for money and valuables, and offer services to transients and residents who cannot avail themselves of usual banking privileges.

    2. Maintain a 24-hour Emergency Medical Clinic to care for victims.

    3. Establish an Escort Service to assist the victim (and witness) through the entire criminal justice process. This escort would encourage reporting and reassure potential witnesses of crime.

    4. Provide a stronger crime resistance environment through better lighting, transportation, etc.

■ An older person generally may be classed as a very effective witness.

5-1-3 ▷

12. James M. Rochford, "Determining Police Effectiveness," *FBI Law Enforcement Bulletin*, October, 1974.

13. Charles E. O'Hara, *Fundamentals of Criminal Investigation, Third Edition* (Springfield, Illinois: Charles C. Thomas, Publisher, 1973), p. 98.

Older persons are most frequently victimized in crimes involving strong-arm robbery, purse snatch, pickpocketing, residential burglary and fraud. Fear-provoking crimes committed in a public place, such as strong-arm robbery, purse snatch and pickpocketing will have a greater impact on the older victim, in part because the older person generally does not have the resiliency to absorb the resulting financial loss, and is more likely to sustain physical injury with lasting effect; broken bones, and fractures of the hip or spine are common.

Residential burglary, which is related to locale and opportunity rather than to age, can also have a serious impact on the older victim. As a victim, the person feels a sense of invasion, threatened, alone, isolated and often quite helpless. Public Housing developments for the elderly will generally have higher victimization rates than other residential areas.

Victims of fraudulent schemes and swindles will react differently than victims of other crimes. This is true of the general population and particularly true of elderly victims of fraud. Older fraud victims fear the ridicule of other persons, and suffer shame and embarrassment in addition to financial loss.

Dealing with an elderly victim of a crime requires sensitivity as well as efficiency. Even though the officer responds promptly, courteously and most efficiently, he may be providing impersonal and unsatisfactory service from an older person's point of view. Quite often an efficient officer is viewed as too impersonal and too indifferent to the victim's plight. This complaint occurs more often in crimes against property as opposed to crimes against the person.[12] Moreover, the preliminary investigator should be honest as well as sensitive to the victim, so as not to give the citizen an unreasonable expectation for solution of the crime or recovery of his property. When the probabilities of recovering stolen property are remote, the investigator should be candid with the older victim.

The Older Person as a Crime Witness

Interviewing the older witness requires skill and patience. Admittedly, the officer's attitude toward the older witness will affect his ability to use effective interview techniques. Although some older witnesses will be ineffective, owing to severe physical impairments, older persons generally may be classed as very effective witnesses.[13] Older persons are often keenly aware of other age levels. They exercise mature judgment and have the leisure for observation and devoting full attention to the matter. An officer should always challenge himself to develop good interview techniques which maximize the effectiveness of a witness, no matter what the age.

Key Points:

- ■ The law enforcement officer, in approaching the older witness, identifies himself and explains his role and responsibilities.

- ■ Quick rapport can be established while evaluating the credibility of an older witness through small talk.

- ■ For effective fact-gathering, it is necessary to allow older persons to digress.

- ■ The report is best written after the facts have been related.

- ■ The officer needs to make the older person feel that he would be receptive to additional information.

- ■ The officer should show consideration in closing the interview and in making a follow-up response.

- ■ Older persons are very supportive of law enforcement.

14. Marlene A. Young Rifai, *op. cit.*, p. 43

When approaching an older witness, the officer should first identify himself and his department. He should simply explain his role and responsibilities to older persons, many of whom have probably had more contact with "television cops" than real law enforcement officers.

The most reliable technique to establish quick rapport is small talk. The officer can win a high level of confidence and trust. He can also use small talk to evaluate the reliability of the witness as a source of information. While maintaining a business-like manner, he can turn the small talk conversation toward obtaining needed information.

Effective fact-gathering generally requires controlling digression. The officer should not break off an older person's rambling discourse too quickly. Older persons often take longer to process information, and therefore to organize and report the facts. Premature interruptions on the part of the investigating officer may keep important facts from being revealed by an older person.

If writing the report during the interview, the officer may find that the older witness becomes more interested in watching what is being written than in relating the facts. Or, the older witness may become hesitant to divulge information, if everything he says is being written down. By listening first and then writing the report, the officer can sometimes circumvent these problems.

During the interview, an older person may not remember all the things he wishes to say. Or, he may be sensitive about vision and hearing difficulties and want to avoid this disclosure. He may be embarrassed by his own confusion. It is important that the older person feels that the officer really wants additional information. Basic communication skills, especially feeling responses, are good for breaking these barriers. Saying, for example, "I know how confusing the experience must have been," can encourage continued communication.

In closing the interview, the officer should explain exactly what will be done in the investigation. Don't give false hopes of solving the crime, but assure the person that the department is going to do everything possible to take care of the situation. Exit as graciously and cooperatively as possible, although you may be absolutely frustrated and hopes for solving the case may be futile at this point. If at all possible, do some kind of case follow-up — a short memo or phone call to the elderly witness will make a difference.

Generally, the older population strongly supports law enforcement activities and is favorably impressed by police service.[14] There is an interesting distinction between older persons who called the police for a general type of service and victims who had called to report a crime.

Key Points:

■ Non-crime situations involving older persons usually include:

- Chronic Caller

- Older Driver 5-1-4 →

- Wandering Older Adult

- Family Problems

■ The chronic caller may have problems or may just want to talk to someone.

■ Older drivers often need to learn current traffic laws and driving procedures to help compensate for age-related changes in their driving abilities.

15. *Ibid.*, p. 46.

16. Richard A. Kalish, *Late Adulthood: Perspectives on Human Development* (Belmont, California: Wadsworth Publishing Co., Inc., 1975), p. 31.

17. Klebel Edeltraud, "Age and Driver Fitness," *National Conference on the Aging Driver Proceedings*, American Medical Association, Chicago, 1974.

Of those who called the police for general aid, 83 percent thought the response was good. Of all victims who had reported their victimization, only 68 percent were satisfied with what the police did.[15] Effective and sensitive communication with elderly victims and witnesses of crimes will, in all likelihood, keep these favorable impressions at a high level.

Older Persons In Non-Crime Situations

There are many non-crime situations wherein law enforcement officers encounter the elderly. Here are the more common ones:

1. *Chronic Caller.* Many times when older persons telephone the police department, they may have only imagined problems, or they may be lonely and just want to talk to someone. Chronic complainers frequently call about problems with children in their neighborhood. Some assistance in dealing with chronic callers can be obtained by establishing working relationships with social service agencies, or by arranging visits from volunteers.

Care should be taken not to treat "chronic calls" too lightly. On occasion, the problem is real and serious, and may require police response.

2. *Older Driver.* Older drivers generally have had many years of driving experience and tend to be more cautious in their driving habits than younger persons.[16] Moreover, the older driver generally avoids driving in inclement weather, high traffic areas, rush-hour traffic, and night time traffic. Nevertheless, studies show that when driving exposure is considered, the older population has a higher crash experience per mile traveled than the middle-aged, and about equal to that of the young.[17]

The older driver has greater difficulty in accommodating visually to varied distances, and adapting to dark and light. He may suffer from reduced visual acuity and poorer hearing, experience slower reaction times, and show greater susceptibility to confusion in responding to multiple concurrent stimuli.

The older person may miss traffic lights or signs because of their location, or because of constriction of peripheral vision or slower reaction time. His knowledge of traffic laws may not be up-to-date and he may be unaware of some common safe driving practices. The police officer can note overhanging traffic lights, stop signs that are higher than usual, and signs obstructed by natural overgrowth. He can contact the authorities in charge of tree management and the sign department. These measures will serve to prevent accidents.

Upon encountering an older driver who is having difficulties the officer might ask certain questions, such as: Does he take medication? Has he taken it recently? Does he need to

Key Points:

■ There is little or nothing that a law enforcement officer can do to assist many of the wandering older adults.

■ Family problems involving older persons are touchy situations. Law enforcement involvement may alleviate these situations; or it may aggravate them.

General Directions

Summarize the entire lesson. In light of the many and varied situations involving older persons, the verbal and non-verbal communication skills will take on greater significance.

do so? Is he diabetic? The older person may be preoccupied, may have poor driving habits, a slower reaction time, or vision problems; if so, the older person needs to recognize his deficiences. Multiple physiological changes must be adjusted for in a driving situation. Can the older person read the officer's name tag or the patrol car license plate? Does he refuse to try? Or, if the older driver is hard of hearing, can the officer communicate? Re-examination citations — as an alternative to arrest or license revocation — may be given, especially in areas which do not require periodic re-examination after the age of 65. The police officer needs to assess the capabilities of the individual older driver.

3. *Wandering Older Adult.* Situations involving wandering older adults may vary, from hopeless to discretionary. The hopeless situation, for example, is the elderly lady with her shopping bags, destitute, without home, family or friends. She repeatedly runs away after referral to a social service agency. A discretionary situation can occur when an elderly person, out walking the dog, has simply wandered into an unfamiliar part of the neighborhood and is decidedly lost and embarrassed. (One good-natured and sensitive officer explains how he handled such a situation — by dropping an older man off a few blocks from his home so his wife would never know about the incident.)

4. *Family Problems.* All experienced law enforcement officers must be prepared to intervene in family problem situations involving older persons. These may involve such diverse situations as disagreements over family finances, to drunken arguments, to threatened suicides. Good communication skills will make the officer more effective in any of these situations.

SUMMARY

Communicating effectively with an older person will demand the use of basic communication skills, non-verbal as well as verbal. Non-verbal skills include maintaining eye contact with the person, posture, gestures, and at times touch and a physical closeness to the person. Even the vocal characteristics — volume, and pitch — project non-verbal impressions that are important for inter-personal communication and trust.

Verbal techniques — using the mirror response, paraphrasing or open-ended questions — will encourage dialogue and understanding. It is important to know how people feel about things as well as what thoughts are being communicated. For an older person, comfortable and interested small talk may be the key to beginning and maintaining effective communicaton.

These communication techniques can be very important to a law enforcement officer who comes into personal contact with an older person, whether as an offender, a crime victim

or witness. In non-crime situations, too, when the older person is a chronic caller, a wanderer or having driving problems, the law enforcement officer will need to communicate effectively and with sensitivity with the older citizen.

LESSON TWO To provide guidelines for preparing and presenting educational programs for
OBJECTIVE: older persons.

General Directions

  The goal of this lesson is to guide the law enforcement officer in planning and presenting
educational programs for older persons. The student will learn and be able to follow basic princi-
ples of communication, motivation and practicality. He will also be given the fundamental criteria
to assess and design special educational aids for older persons.
  While the previous lesson emphasized communications with older persons on an individual
basis, this lesson provides recommendations on how to communicate with older age groups.
  In introducing the lesson, emphasize the necessity to contact the older audience. Law
enforcement agencies will want to inform the isolated older citizen as well as the community
activist. This may require special planning. Programs may need to be advertised in areas, such as
shopping centers, where older persons can obtain the information. Additional efforts, such as
arranging transportation to and from the program, can maximize its effectiveness.

Key Points:

 ■ Programs with lectures and films followed by discussion or question-and-answer periods
  are well-suited to older persons.

Instructional To list the basic communication skills required for programming with an
Objective 1:   older audience.

General Directions

  Good public speaking techniques and a well organized presentation are important in
programs for all ages. However, this section will emphasize those communication skills that are
particularly important in programs for older age groups.

5-2-1

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1. Florence E. Vickery, *Creative Programming for Older
Adults. A Leadership Training Guide* (New York:
Association Press, 1972), p. 206.

Lesson Two
HOW TO PROGRAM FOR OLDER PERSONS

INTRODUCTION

Law enforcement agencies often conduct educational programs for the community. This lesson will emphasize elements for programs specifically designed to meet the special needs of older persons. In some instances, special planning may also be needed to serve older adults living in remote rural areas or in the poverty neighborhoods of large urban centers, where lifelong patterns of deprivation have kept the older citizen apart from the rest of the community.

Lectures and films followed by discussions or question-and-answer periods prove to be better learning experiences for older persons than formal lecture presentations.[1] In all situations, basic communication skills are needed for programming for older adults. This involves such factors as public speaking, pace of instruction, organization, and the use of memory cues and visual aids. However, the value of other factors such as supportive environment, audience participation, and meaningful content are often overlooked by persons not very familiar with the life histories, values, and attitudes of the older persons for whom they are programming. Practical consideration of physical problems such as outside interference, rest breaks, lighting, room temperature and even accessibility to the program, is equally important. Each of these factors will be considered in the guidelines for designing educational programs for older persons. These guidelines will be presented under four headings: Communication Skills, Motivating Older Adults, Practical Considerations, and Visual Aids.

COMMUNICATION SKILLS

An educational program usually requires a moderator, a lecturer or speakers. The spoken word is inevitably an important element of most educational programs. If the program is for presentation to an older audience, a number of communication skills — public speaking, pace of instruction, organization, memory cues and visual aids — must be utilized.

Public Speaking

When conducting a program, it is good practice never to read a speech. The facts should be well known to the speaker, who uses his particular style of delivery, one in which he feels most comfortable. Notes are helpful for keeping to the general format and for refreshing one's memory.

Key Points:

■ Stand directly in front of an older audience.

■ Have the speaker's face clearly visible.

■ Speak in a normal tone.

■ Use a blackboard, gestures and objects to supplement the oral presentation.

■ Adapt the pace of instruction to suit the audience.

■ Allow sufficient time for audience response.

■ Organize the program so that the parts can be related to the whole.

2. *Ibid.*, p. 241.

3. *Ibid.*

4. Pennsylvania State University Institute for Study of Human Development, Gerontology Center, *Basic Concepts in Aging* (University Park, Pa., 1976), p. 54.

5. *Ibid.*, p. 12.

Above all, the speaker must be at ease, so that the audience will also be at ease. The speaker should stand directly in front of an older audience, standing on the same level as the audience if possible.[2]

Room lighting should be on the speaker's face and not in the eyes of the audience. If the speaker's face is clearly visible, this will facilitate lip-reading.

Speak in a normal tone without shouting or mouthing words. (Smoking, chewing or eating while speaking makes speech more difficult to understand.) Voice volume should reach the last row in the audience. Microphones to amplify sounds will not always be helpful, since they can cause distortions to people with hearing aids.[3]

A blackboard can be used to reinforce what is being said. Explanations should be made only when facing the audience. Whenever the speaker's back is to the audience, older adults may understand little or nothing of what is being said.

Gestures and objects should be used as much as possible to illustrate the message.

Pace of Instruction

An older audience will require a slower delivery pace. Rapid speech, no matter how significant the message, will probably be unintelligible to an older audience. On the other hand, pacing which is too slow can become boring and cause the audience not to pay attention to the speaker. A public speaker should be on the lookout for non-verbal cues of misunderstanding or boredom. His pace should suit the audience.

Sufficient time should be allowed for audience response. Older adults benefit from both a longer time to hear the presentation and a longer time to respond; but having longer time to respond is of little help if the pace of instruction is too rapid.[4]

Organization

Almost anything which must be learned (e.g., a physical acitivity, a written or spoken message), is subject to some degree of organization. Informational materials must be organized in advance by the speaker to facilitate older adult's learning. One way to do this is to index and categorize smaller topics into larger ones. The whole of the program should be summarized before its parts are presented. At the beginning of the program, therefore, summarize for the audience what the program will cover. This can be accomplished by distributing an outline of the program so that older adults may relate each topic, as they hear it, to the outline. Thus, the program will be presented in an orderly way and the audience will find it relatively simple to relate the parts to the whole.[5]

Key Points:

■ Suggest memory cues to the audience.

■ Facilitate crucial communications by memory cues, both oral and written.

■ Position all visual aids within the older audience's field of vision.

■ Facilitate focusing ability.

Instructional   To identify programming techniques to motivate older adult audiences.
Objective 2:

General Directions

Techniques to motivate people require a good understanding of the content of the program and the interest of the audience. Proper motivation of older participants can turn a program into an invaluable educational experience.

5-2-2
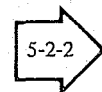
6. *Ibid.*, p. 61.

Memory Cues

Older persons do not tend to use memory aids unless instructed to do so. Memory cues serve to highlight and to associate information. Even though two or more topics may not seem to be obviously related, there may be something which they have indirectly in common which will provide the necessary link. One common strategy is to form a single word out of key letters, so that each letter of the word serves as a trigger for the full piece of information, and the constant order of the letters serves as a cue for each following piece.[6] For example, C.O.P. could be a memory cue for a program theme entitled, "Crime and Older Persons."

When illustrating an important point or giving definitions or directions, the speaker should use oral *and* written presentations to aid the memory. The chalkboard can be used to spell out the spoken word. Directions or important concepts can also be included in handouts. An older person's memory can be helped if the speaker can rephrase the same idea in different words. Finally, the audience can be encouraged to take notes as another memory cue.

Visual Aids

Visual aids can reinforce the spoken word and help an older audience remember ideas. It should be remembered, though, that many older persons have difficulty in seeing details. For this reason, it is also a good general rule to orally reinforce all visual material.

Because a person's peripheral vision tends to constrict with age, all visual objects, devices and materials should be positioned directly in front of the audience, clearly within its field of vision.

Older persons should not be forced to focus their vision at varying distances within a short time period. For example, instead of lecturing and using the blackboard and then referring to a hand-out and returning to the blackboard to make another point, first summarize the hand-out using the blackboard, then have the group read through the hand-out together. Often it is helpful to pass visual materials through the audience to allow older persons to have a closer look.

MOTIVATING OLDER ADULTS

Communication skills alone, no matter how effective, will not guarantee good educational programming for an older audience. Motivation is also required. The motivation to learn is enhanced for an older audience if the learning environment is supportive, if there is audience participation, and if the program content is meaningful for older persons.

Key Points:

■ A supportive environment enhances older adult learning.

■ Participation is essential to older adult motivation. A careful analysis of the participants' responses will assist in directing educational programs toward the concerns of the older audience.

■ Encourage participation by:

- Requesting word definitions from the audience.

- Encouraging older persons to verbalize the concepts and issues of the program.

- Persuading the participants to think out answers to a question.

- Soliciting and sharing personal experiences to illustrate concepts.

7. Florence E. Vickery, *op. cit.,* p. 118.

8. Pennsylvania State University Institute for the Study of Human Development, Gerontology Center, *op. cit.,* pp. 11-12.

Supportive Environment

Most older adults experience some anxiety in a learning situation. This anxiety may be reflected by their passivity, hostility, refusal to interact, or conversely, by demanding excessive interaction. A challenging learning environment will lead to poor learning. A supportive environment will stimulate the older adult's desire to learn. Peer groups, rather than an audience with different age levels, will be a more supportive environment.[7]

Participation

In an older audience, there will generally be men and women from widely diversified social, economic, racial and cultural backgrounds. Their interests will be as varied as their total life experiences. When they attend a program, they bring with them a fund of rich, prior experience and can become quite frustrated when this experience seems of little value in the program.

This experience can be tapped and audience participation encouraged by reacting to audience questions and comments positively, saying, "That is a good question, because. . . " or "That is an interesting comment, because. . . " When presenting an educational program for an older audience, it is a good general rule never to ignore a question or comment from the audience, no matter how insignificant it may seem to be. Each individual's contribution to the program should be accepted and dealt with.

Audience participation can be encouraged by program directors in a variety of ways:[8]

- Request definitions from the group. Make certain obscure words or phrases are defined. Avoid jargon except where it is a necessary part of the instruction.
- Do not do all the talking. Encourage the group to verbalize concepts. Rather than continually stating facts, attempt to get persons in the audience to verbalize the fact by presenting cases and examples, and helping the audience draw conclusions.
- Foster self-discovery. Rather than doing their thinking for them encourage individuals to participate in the learning situation.
- Illustrate concepts by sharing personal experiences that can serve as examples of the ideas you are attempting to teach. Request examples of similar experiences from the older audience.

The above techniques will not only encourage audience participation, they will also help create a more supportive environment for learning — especially for older persons. It is vitally important to encourage expression of opinions. Older adults will learn better as participants than as spectators.

Key Points:

■ Identify meaningful topics from older persons' past or present personal experiences or shared history. Plan these topics beforehand, and modify as necessary during the program.

Instructional Objective 3: To point out practical conditions and situations to be considered with programming for older persons.

General Directions

5-2-3

Although the law enforcement officer cannot be expected to control all the conditions and circumstances in the program's environment, he may be able to compensate for certain problems that may arise.

Key Points:

■ Minimize outside interference.

■ Use a one-thing-at-a-time procedure to present the program.

■ Provide sufficient lighting without creating problems with glare.

■ A stable, warm room temperature is generally comfortable for older persons.

9. *Ibid.,* pp. 55-56.

10. Herbert Shore, "Designing a Training Program for Understanding Sensory Losses in Aging," *The Gerontologist,* 16, No. 2, 1976, p. 163.

Meaningful Content

To motivate participation, information must be meaningful to an older audience. Ideas and thoughts must be related to an older person's personal experiences or to events familiar to that age group. Identify meaningful topics, such as events or activities in older person's pasts. These topics can be planned for and manipulated beforehand, and be modified as necessary during the program.[9]

What may seem important to a law enforcement officer may be of little or no concern to an older person. Program content must be directed toward meeting the needs and concerns of the audience, not the program sponsors.

PRACTICAL CONSIDERATIONS

The physical environment in which programs for older persons are sponsored will help or hinder the educational process. Five conditions, at a minimum, need to be given special attention by program sponsors.

Interference

Outside interference, distractions and noise in the program area must be minimized. Avoid doing more than one thing at a time during the program. Explain one item well before undertaking a second. These practices will minimize concentration difficulties and will take into account the older adult's shorter attention span.

Lighting

Educational programs should be conducted in a well-lighted room. Any uncontrolled natural light, such as sunlight shining through a large window, can create glare problems. In conditions of artificial lighting, older persons will need more light than younger age groups for comfortable vision. Incandescent (yellow) lights are more comfortable than fluorescent (blue) lights. A single intense light source will also create problems with glare.

Temperature

Older adults find it difficult to adjust to temperature changes. Cool or fluctuating room temperatures are the most uncomfortable. Older adults are generally more comfortable in temperatures that may be considered too warm by younger age groups.[10]

Key Points:

■ Provide frequent breaks during the program.

■ Remove any hazards in the physical environment where the program is held.

■ Give consideration to time, location and transportation factors to assure accessibility to the program.

Instructional
Objective 4:   To provide practical recommendations regarding the effective use of visual aids and demonstrations in programs for older adults.

General Directions

This section presents general guidelines to follow whenever the student can choose or develop visual aids, such as films, posters, handout literature or demonstrations.

Key Points:

■ Base film selection on:

5-2-4 ▷

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11. This section incorporates work done by Corporal Clifford R. Melton, Crime Prevention Section, Department of Police, Montgomery County, Maryland.

Physical Problems

Older adults may experience acute discomfort if they are forced to sit for a long period of time. Rest breaks should be provided about every twenty or thirty minutes, so that participants can move about and use the rest rooms. Tables and comfortable chairs are more conducive to relaxation than student-type chairs.

Well-lighted and unobstructed corridors, hand grips on stairs, and clearly marked room numbers also create a safer and more accommodating physical environment for programs for older people.

Accessibility

The success of a well-planned educational program depends upon attendance. To make the program readily available to older persons, there are time, place, and transportation factors to consider. Mornings and afternoons are generally the times that older persons prefer to go places. The location should be convenient both in terms of available transportation and access to the room where the program is to take place. Churches, senior centers, and locations near the homes of the elderly are preferred site selections.

VISUAL AIDS

Setting up effective programs for older persons is presently a somewhat exploratory effort in law enforcement agencies. To incorporate visual aids in a program will require some knowledge about films, posters, hand-out literature and "classroom" demonstrations. The following considerations will suggest some practical ideas related to an elderly audience in each of these areas.[11]

Films

In programming, a movie can be an important visual aid. Its use will supplement instruction and add credibility to the presentation. Several cautions should be observed, however. The facts presented in the film must be up-to-date and must be compatible to the intent of the program. If, for example, in programming for older women, the film has a female actor using karate in self-defense, it should not be used. The audience, in viewing the film, may think that they are expected to resist the offender. And older persons who resist an attacker are likely to incur more serious physical injuries.

In previewing a film to determine its suitability for older persons, the following elements need to be evaluated.

Key Points:

- good narration

- plot clarity

- believeable acting

- accurate message

- reasonable length

■ Base poster selection on:

- flexibility

- simplicity

- size

- realism

Narration. Vocal quality should be low-pitched, slow, and loud. The narrator must be enthusiastic and consistent. If, for example, the narrative voice is too soft at a critical point in the plot, the older audience may miss the point. However, this can be compensated for by manually turning up the volume during the program.

Plot. The film's plot requires good organization. Actors, locations, and props must be clearly visible to those in the rear of the room. If the location or a prop is critical to the understanding of the film's message, it must be shown in the film long enough for older persons to get the point. Otherwise, the film will not be very useful for instruction. Discussion after the film should highlight critical points that may be missed because of poor cinematography. In some instances, after a discussion, a film can be re-shown to the audience.

Acting. The actors, as well as the narrator, must speak clearly. They must be identifiable and believable. If, for example, a con artist is very easily identified by his "high pressure salesmanship" style, discussion should clarify the difficulties in recognizing a con artist in real life.

Message. The film's message must be presented in a manner with which an older audience can identify. Its purpose should be to inform as well as to entertain.

Length. The film should not be longer than twenty minutes to avoid over-reaching the older adult's attention span.

Several previews are often necessary to fully evaluate a film and devise means to compensate for flaws if the film is to be used. Posters, hand-out literature and demonstrations can supplement a movie or fill the informational gaps of the film.

Posters

Posters can provide flexibility in a presentation. They can be dry-mounted or hardboard and laminated (dry-mounting is an adhesive and heat process; lamination waterproofs the poster). Posters must be large enough to be seen. Loose, individual posters are best. They can be held by the instructor and then passed throughout the audience. Posters should be simple and easy to comprehend. Illustrations must be as realistic as possible.

Hand-Out Literature

In terms of volume of use, hand-out literature for older persons is the most frequently used visual aid. It can be a record of the program and assist the older person in remembering what he has learned, or it can be used to further supplement law enforcement goals. Hand-out literature

Key Points:

■ Base hand-out literature selection on:

    - facts

    - brevity

    - print suitability

    - high contrast colors

    - paper finish

    - simple lay-out design

■ Printing recommendations:

    - Large, 10 to 12 point type size

    - Sans serif type style

    - Sufficient leading between letters

    - High contrast colors

    - Matte finish paper stock

    - Simple lay-out

    - Dignified illustrations

■ Demonstrations or role-playing are good educational aids for programs with the older adult.

must be factual, concise and brief. An older person should be able to read hand-out literature at one sitting, or it may not be read.

Printing, Layout. If there is no available handout literature for programming with older persons, it can be prepared and produced for the older persons who will want to read the materials. Four factors to consider are: type, color, paper, and lay-out.

The type size, type style and spacing should be selected to facilitate readability. Large 10 to 12 point type size (the size of this text) is generally suitable for older persons. In selecting type style, or type face, the main principle to follow is to avoid extremely stylized or excessively ornate styles. A good type style to choose is described as sans serif. In spacing type for older persons, the lines should not be tightly set. Spacing between lines, referred to as leading is usually expressed with the size of type; 10/12, for example, is 10 point type size with 12 point leading. Proper print size and style will not be easily readable if there is not sufficient spacing between letters and lines.

Color selection requires high contrast without creating a harsh effect on the eye. Black letters on white background, although not unacceptable, are not the best choice for hand-outs for older persons. Generally, a soft-white, eggshell or buff paper provides a high contrast for the older reader without creating a harsh effect. Dark color prints on pale backgrounds are generally good; while bright pastels, although eye-catching, are harsh.

In selecting two high-contrast colors for hand-out literature, avoid red-green combinations, which cannot be discriminated by color blind individuals (of all ages).

Types of paper to avoid are those that reflect light, such as a glossy finish paper stock. The matte finish papers are all generally very good, and need not be expensive.

Headings, text and illustrations should have simple lay-outs. Any illustrations, such as line drawings, should not insult older persons by strong stereotyping. Design handout literature to be simple, high-contrast, and to the point.

Demonstrations

Older persons can actively participate in programming by taking part in demonstrations or in role-playing skits. For example, an older woman can be asked to carry her purse. While she is in front of the audience, proper methods of carrying the purse to deter purse-snatching can be demonstrated. She can also walk through the audience so that everyone can see clearly the proper procedure. Use of whistles and lock displays are other examples where the audience can actually participate in demonstrations of uses of these devices.

General Directions

Summarize textual materials and class discussions. Test the students' ability to designate the guidelines presented in the lesson.

SUMMARY

Programming for older audiences demands, first of all, the basic communication skills required for communicating with any audience. However, because of a number of changes that occur as part of the process of aging, programmers must make certain that lecturers speak clearly and loudly enough to be easily understood. The pace of instruction, and the use of memory cues and visual aids become especially important with an audience of older persons.

A supportive learning environment, one that positively encourages the active participation of the older adult in the educational program, is essential for motivating the older audience. The physical environment, too, is important. Simple considerations, like lighting and room temperature, are important in programming for an older audience.

Finally, the selection and design of films, posters and hand-out materials must be made with the particular needs of an older audience in mind. These audio-visual support materials must be clear, to-the-point, interesting and easy-to-understand if they are to be an effective supplement in educational programs for the older person.

GLOSSARY

Aged (Elderly, Older Person)

An arbitrary number of years which designates an individual as having grown old; generally used to denote "retirement" in our society.

Aging

The processes of biological, psychological, and sociological change.

Blindness

Visual acuity of 20/200 or less in the better eye with correcting glasses, or, the widest diameter of visual field subtending an angular distance no greater than 20 degrees.

Brain Deterioration

A loss in brain cells which may or may not be behaviorally related.

Central City

The largest city in any Standard Metropolitan Statistical Area (SMSA). One or two additional cities can be termed "secondary central cities" if they have at least 250,000 inhabitants or are one-third as large as the largest city and have a minimum population of 25,000.

Civil Processes

The summons, mandate, or writ by which a defendant or thing is brought before court for litigation.

Color Blindness

Inability or marked difficulty in distinguishing chromatic color.

Color Vision

Perception of and ability to distinguish colors.

Compensatory Technique

A technique which can be used to help adjust to the changes which accompany the aging process.

Crime Analyst

A person who surveys the community for crime types, frequency, location, concentration and other such things to determine crime reduction and prevention strategies.

Crime Rate

Based on Crime Index Offenses, the crime rate relates the incidence of reported crime to population. It may be viewed as a victim risk rate.

Evidence Packaging

The act of handling, packaging, and mailing evidence.

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Felony

An offense for which a death sentence or imprisonment for a year or more in a penitentiary is provided.

Fixed Income

An income, the amount of which has been fixed in advance by law, contract or circumstances.

Functional Age

Determining a person's age from the tasks which he is able to perform rather than from the number of years he has lived.

Geriatrics

A branch of medicine that deals with the problems and diseases of old age and aging people.

Gerontology

A scientific study of the phenomena of aging and of the problems of the aged.

Government Income - Transfer Payments

Federal, state, and local government social welfare expenditures falling into three classes: (1) social insurance programs, such as social security and unemployment insurance; (2) cash assistance programs, such as Supplemental Security Income; and (3) in-kind programs, such as food stamps and medicaid.

Hallucination (Visual Auditory)

Visual and auditory perceptions of things which do not exist. Sometimes related to a disorder rather than the characteristics of the objects.

Hypochondriasis

Morbid concern about one's health, especially when accompanied by delusions of physical disease.

Impact of Crime

The physiological, psychological and socio-economic effects of crime on the victim.

Inner City

An informal term used to refer to the "problem" areas of large cities.

Intelligence

A general concept, referring to the overall capability deriving from a person's stored knowledge, memory, reasoning ability and speed. Intelligence can be divided into these various components, which may follow different trends during the person's lifetime.

Law Enforcement Agency

In this training program it means a police agency legally constituted as a government entity having personnel with general peace officer powers and specific responsibility for enforcing local and state laws. It may be as small as that serving a township; it may serve a city or county; or it may have multijurisdictional responsibilities extending statewide.

Learning

A change in an individual's attitudes, thoughts, or behavior in response to environmental demands or personal motivations. Learning can only be inferred from a person's actions, so that changes may have occurred which are not readily observable.

Lens

A highly transparent, nearly spherical body in the eye that focuses light rays entering the eye typically onto the retina.

Liability Situations

The state of being answerable for legal consequences.

Managers of Community Resources

A term referring to the tasks of the patrol officer in mobilizing, training and supervising citizens within his beat in the reduction and prevention of crime, intimidation and neighborhood blight.

Misdemeanor

An offense for which the imprisonment provided by statute is less than one year in a penal institution other than a penitentiary.

Mobility

The capability an individual has of changing positions or moving from place to place.

MO

The combination of informational factors and element components which separate one crime type from another and define the perpetrator's method of operation for a particular crime or group of similar crimes of the same type.

National Crime Panel

A poll of crime victims determined from Bureau of Census figures for the Law Enforcement Assistance Administration. It is a program designed to develop information on crime and its impact on society by means of victimization surveys of the general population. It has two main elements: a continuous national survey and surveys taken periodically in selected central cities.

Operation Identification

A crime prevention program in which valuables kept within homes are marked and recorded by the local law enforcement agency to enable identification and return of stolen property.

Out-of-Service Vehicles

A car not currently being used in an active assignment.

Paraprofessional

An official definition has not yet been composed. The following is offered by a writer who has extensively researched paraprofessional opportunities: "A paraprofessional is a subprofessionally trained person (one who has successfully completed a two-year college level

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training program or its equivalent) who works under the direction and supervision of a professional, performing supportive, professionally related tasks, and thereby enables his (or her) professional-employer to offer his (or her) special knowledge, skills and services more efficiently and expeditiously to a greater number of people." (Sarah Splaver, *Paraprofessions: Careers of the Future and the Present*, New York: Julian Messner, 1974, p. 14.)

Peripheral Vision

The ability to see over a large area without moving the eyes or head, thus increasing the total field of vision.

Physiological Changes

Those changes in bodily functions which take place as a person ages and which are not simply the result of disease or illness.

Psychological Changes

Those changes in mental, attitudinal, motivational or behavioral characteristics which take place as a person ages.

Recruitment, Selection and Placement

The process by which a person who wants to give time and energy is linked to an organization that needs volunteers.

Reserve Peace Officer

Part-time, volunteer, civilian officers, authorized to exercise police powers in a limited manner, as back-up to the regular force.

Senility

An abused term for degenerative change in old people, especially that associated with illness and loss of mental faculties.

Sensory Perceptions

The processes of vision, hearing, taste, touch and smell which provide much of the basic information for our interaction with others and our environment.

Standard Metropolitan Statistical Area (SMSA)

A federally defined statistical measure employed for the reporting and analysis of social and economic conditions and problems affecting metropolitan areas. An SMSA consists of a county containing at least one city (or twin cities) having a population of 50,000 or more, plus adjacent counties which are metropolitan in character, and economically and socially integrated with the central city.

Tort

A legal term for any wrong or injury to person or property.

Urban Fringe

The area of mixed agricultural and urban land use lying beyond the suburbs of a city at the periphery of its developed areas; also called the "rural-urban fringe."

Victimization

A specific criminal act as it affects a single victim, whether a person, household, or commercial establishment. For criminal acts against persons, victimization is determined by the total number of victims—even when there are two or more victims per incident. For criminal acts against a household or commercial establishment, victimization is assumed to involve a single victim—the established household or the establishment.

Victimization Rate

For crimes against persons, the victimization rate—a measure of occurrence among population groups at risk—is computed on the basis of the number of victimizations per 1,000 resident population age 12 and over. For crimes against household, victimization rates are calculated on the basis of the number of incidents per 1,000 households. For crimes against commercial establishments, victimization rates are derived from the number of incidents per 1,000 establishments.

Waiver

An agreement whereby the volunteer agrees in advance not to hold the law enforcement agency liable for injuries related to participation in the program.

Workmen's Compensation Laws

Any number of state laws providing for the compensation of a workman by his employer in case of a job-related accident.

Visual Acuity

The relative ability of the visual organ to resolve detail and to see objects clearly.

Visual Field

The entire expanse of space visible at a given instant without moving the eyes.

Volunteer

A person who voluntarily offers himself for a service or who performs a service of his own free will.

Volunteerism

The experience of the individual person, actively working toward goals which a group shares, in a leadership role, in an administrative role, in direct services to clients or in supportive services to make programs possible.

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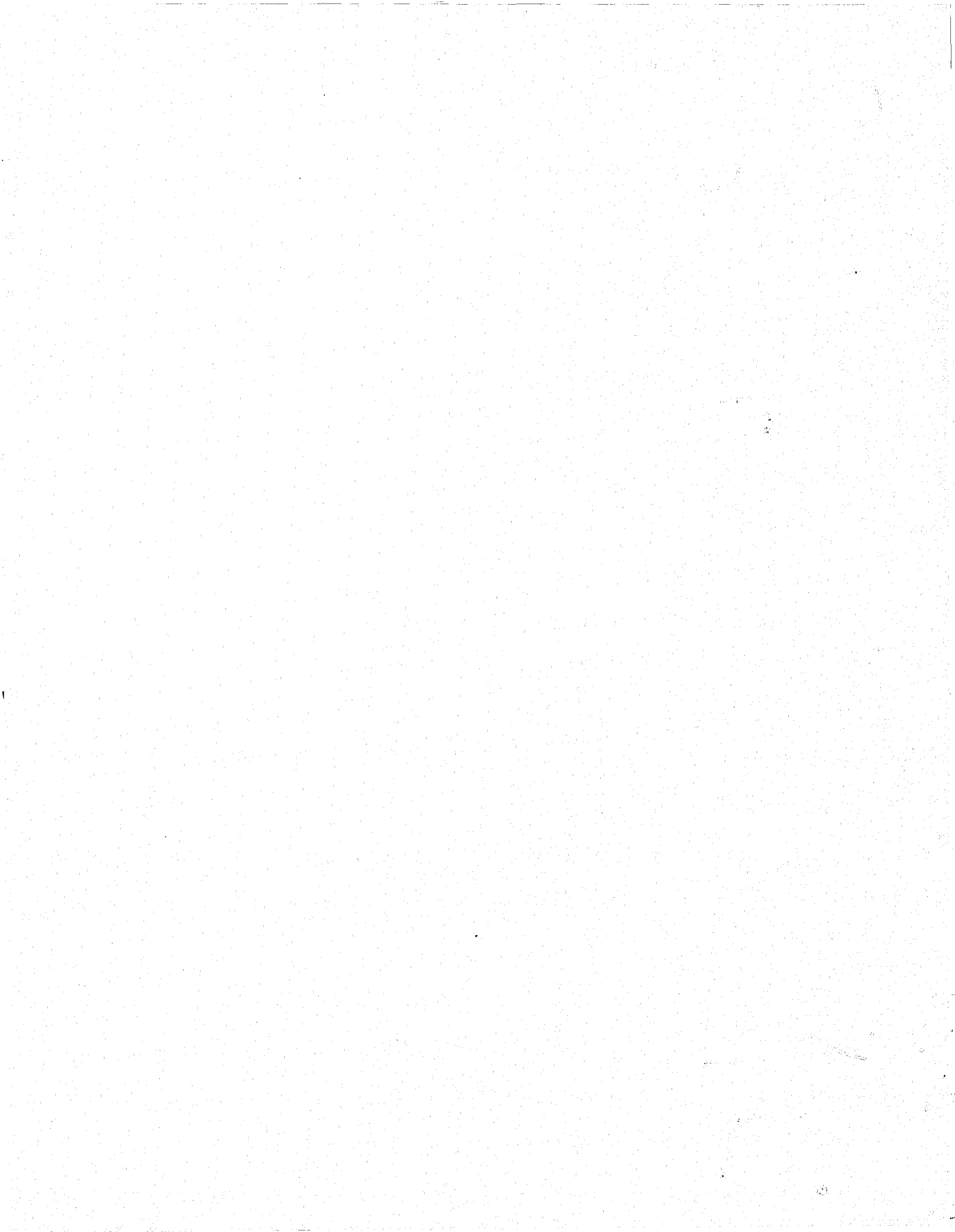
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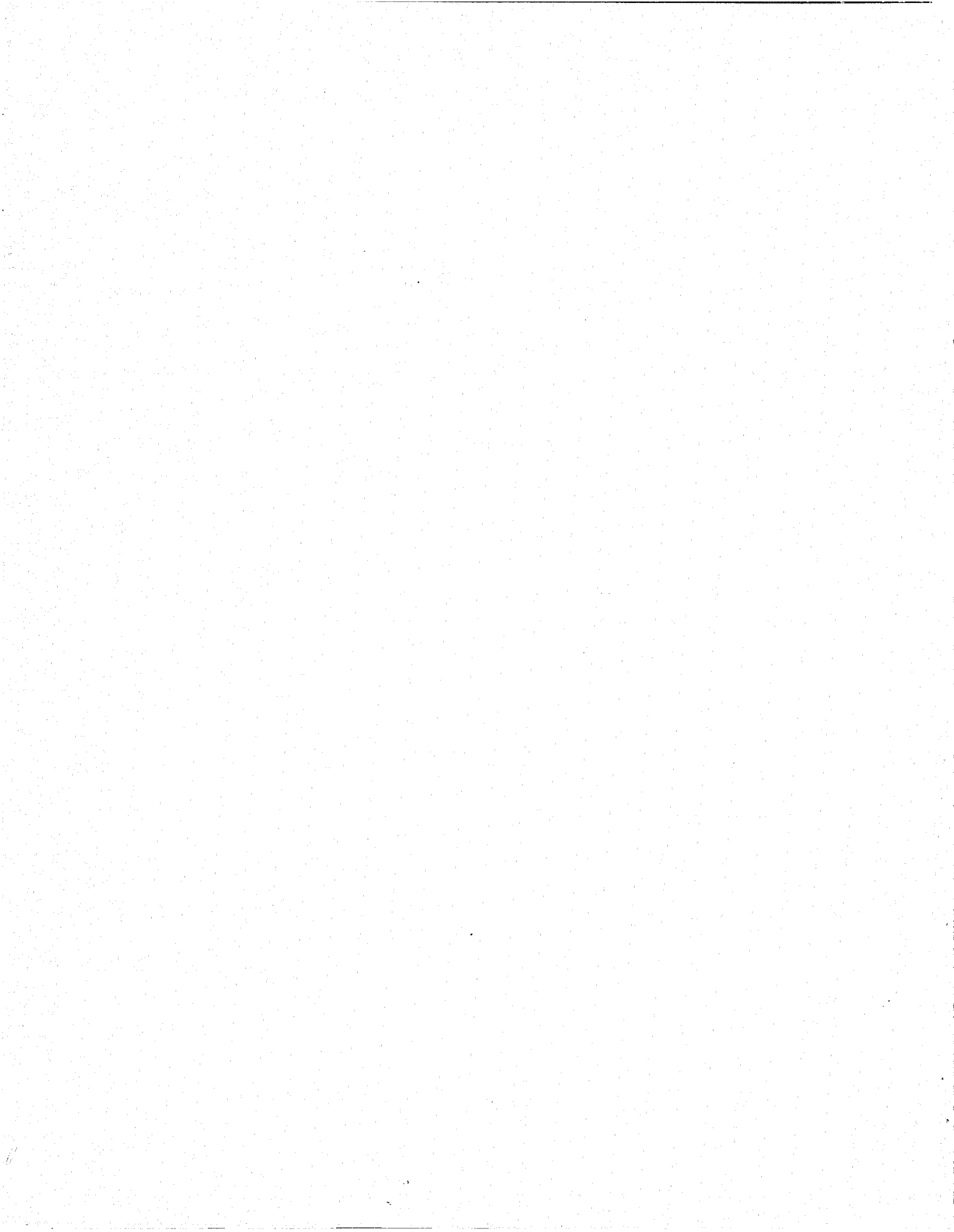   Springfield, Ill.: Charles C. Thomas Publisher, 1973.

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STUDENT DIGEST

Table of Contents

Student Digest

MODULE ONE

LAW ENFORCEMENT AND OLDER PERSONS: AN OVERVIEW

MODULE ONE OBJECTIVE
To present an overview of a training course to help law enforcement officers understand and deal more effectively with older persons.

Lesson One

OVERVIEW
LAW ENFORCEMENT AND OLDER PERSONS

LESSON OBJECTIVE:	To examine a training course that will help law enforcement officers understand and deal more effectively with older persons.
Instructional Objective 1:	Assess the victimization of the elderly by examining the types, frequency, impact, and analysis of crime against them.
Instructional Objective 2:	To tell how changes that often accompany the process of aging can affect law enforcement work with older persons.
Instructional Objective 3:	Delineate an approach toward implementing an elderly volunteer program in a law enforcement agency.
Instructional Objective 4:	To tell how communication skills can be used with older persons in crime-related and non-crime situations and in programming.

Introduction

Nearly one out of every five persons in the United States is 55 years or older. That's 20 percent of the total population, a percentage that is increasing year by year. Like other population groups in our society, older persons have special needs that law enforcement officers need to be aware of.

This overview lesson surveys four areas of concern:

1. Victimization of the Elderly

2. The Process of Aging

3. The Older Person as a Volunteer in Law Enforcement

4. Communications With Older Persons

Victimization of the Elderly

Many older persons have adequate financial resources, possess good health, live happy and productive lives, and experience no crime problems. Some older persons, however, do become victims of crime and suffer economic, physical or psychological hardship resulting from a crime experience.

National-scope surveys on crime and victimization, supplemented by studies from different locales throughout the United States, indicate that older persons have lower victimization rates for the violent crimes of murder, rape and aggravated assault. On the other hand, these same studies indicate that an older person is frequently the target of fraud and swindles by con artists; older persons also have higher-than-average victimization rates for strong-arm robbery, purse snatch and pickpocket.

These studies, however, do not reflect the impact of crime. Many older persons, for example, must live on fixed incomes; the income of some depends entirely upon the regular arrival of monthly pension or social security checks, which are especially vulnerable to criminal attack. Unexpected losses resulting from criminal activity can create severe economic hardships for an older person.

Physical injuries, too, suffered during criminal attack, can seriously impair an older person's health and mobility for a long time. Moreover, the fear of crime can increase the isolation of many older persons, not only affecting the quality of their daily lives but also increasing their vulnerability to criminal attack.

These conditions are known to be generally true throughout the nation. But actual circumstances of elderly victimization in a particular community cannot be specifically known without a local crime analysis. A local crime analysis, which will pinpoint the specific kinds of crimes being committed against the elderly as well as measure the total impact of crime on their lives,

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will help the local law enforcement agency more effectively assist the older persons in the community.

Older persons are often the victims of con artists. Their susceptibility is influenced by factors that may accompany the process of aging, such as loneliness, isolation and audio-visual impairments. As a result, older persons are frequently the targets of a variety of bunco schemes, usually involving hurry-up transactions and immediate payments of money.

The Process of Aging

No physical traits or psychological characteristics clearly define old age. Nor is there any specific chronological age to mark the beginning of old age. In fact, the process of aging is generally a series of gradual changes which begin at different times and progress at different rates in each individual.

Nevertheless, older persons do generally undergo physical and psychological changes as they age. For instance, manifold vision changes generally accompany aging; farsightedness and increased difficulty in focusing ability are two examples. Blindness, whether from glaucoma or cataracts, is much more frequent among older than younger persons.

Hearing problems, too, are frequently encountered by older persons. An older person who does not react to certain sounds or constantly asks that comments be repeated, probably has some hearing difficulty. Similarly, the senses of touch, taste and smell tend to decline with age. As a result, older persons may take longer than younger people to perceive and process information that comes to them through their senses.

Other physical changes take place, too, as part of the process of aging. Compared to younger people, an older person tends to have less muscular strength and dexterity; he requires more time and energy to recover from stressful situations; even everyday activities, like walking, can be complicated by stiffening joints in the skeletal system.

Finally, while the large majority of older adults learn to adapt to and cope successfully with accumulating losses and stresses, some will show symptoms of serious mental, emotional, or psychotic disorders.

The Older Person as a Volunteer in Law Enforcement

Elderly volunteers are capable of providing many services for law enforcement. Already they have proved their capabilities in crime prevention programs, and have provided both professional and clerical assistance to law enforcement agencies throughout the country.

In order to set up and operate an effective volunteer program, a law enforcement agency needs first of all to weigh the potential advantages and disadvantages of such a program; policy questions regarding costs, administrative support, staff relationships, and legal liability must be faced; the entire program needs to be carefully preplanned. Recruitment, selection and placement of volunteers, as well as the training and on-going evaluation of their performance, are also necessary for volunteer programs if professional standards are to be maintained by the law enforcement agency. Older volunteers especially will need peer support and a personal sense of accomplishment and appreciation.

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Although the concept of older volunteers in law enforcement is relatively new, older persons — with their skills, experiences and their generally supportive attitude toward law enforcement — can be advantageous to local agencies.

Communications With Older Persons

The law enforcement officer's acceptance of an older person's point of view is as important as the citizen's understanding of the law enforcement officer's point of view. The individual officer's contact with and interest in an older person can be personally significant in as much as older persons are sometimes ignored and frequently have fewer personal contacts.

Communicating effectively with older persons will demand the use of basic communication skills, non-verbal as well as verbal. Non-verbal skills include maintaining eye contact with the person, posture, use of gestures, and at times, touch and a physical closeness to the person. Even vocal characteristics, such as volume and pitch, project non-verbal impressions that are important for interpersonal communication and trust. For an older person, comfortable and interesting small talk may be the key to establishing and maintaining effective communication. Even in non-crime situations, when an older person is a chronic caller or experiencing driving difficulties, the law enforcement officer will need to communicate with sensitivity with the older citizen.

What is true for one-to-one communication is also true for communicating effectively with groups of older persons. Informational programs, designed to meet the needs of older persons, will require special planning.

Lectures or film presentations, followed by discussions or question-and-answer periods, prove effective with groups of older persons. Audience participation is particularly important. Even physical or environmental conditions are important. Such considerations as sufficient lighting, proper room temperature, extra rest breaks and the effective use of visual aids can make the difference between effective and ineffective communications with older groups.

Summary

The increasing number of older persons in our communities, with the special needs this population group has, makes the elderly worth special study on the part of law enforcement officers.

Older persons do have higher victimization rates for certain types of crime. Often their economic or health status is such that being a crime victim can be seriously damaging to their lives.

Knowing about the physiological and psychological changes that can accompany the aging process will enable a law enforcement officer to deal more effectively and sensitively with older citizens. He will also be able to communicate better with older persons or elderly groups.

Finally, law enforcement has a supporter and perhaps a valuable asset in the elderly volunteer.

Student Digest

MODULE TWO

THE VICTIMIZATION OF THE ELDERLY

MODULE TWO OBJECTIVE
To assess the victimization of the elderly by examining the types, frequency, impact, and analysis of crime against them.

Lesson One

CRIME TYPES AND FREQUENCY

LESSON OBJECTIVE: To draw general conclusions, based on available data, regarding the nature and extent of crime against the elderly.

Instructional   Summarize what national-scope crime reports and victimization studies
Objective 1:   reveal about crime against the elderly.

Instructional   Review the crime type and frequency findings of crime-against-the-
Objective 2:   elderly studies completed in recent years.

Instructional   Summarize general conclusions regarding the nature and extent of
Objective 3:   crime against the elderly.

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LESSON ONE
CRIME TYPES AND FREQUENCY

Introduction

How frequently are the elderly victimized by crime? Which crimes? What does the crime and victimization data say? These are the questions to be considered in this lesson on crime types and frequency against the elderly population. National-scope crime reports and victimization studies will be reviewed, as will selected findings from other crime-and-the-elderly studies which have been completed in recent years. General conclusions, based on available data, will then be made regarding the nature and extent of crime against the elderly in the United States.

National Crime and Victimization Studies

The two best known surveys on crime incidence and victimization in the United States reveal little about the nature and extent of crime against the elderly.

The first method, the Uniform Crime Reports (UCR), compiled annually by the Federal Bureau of Investigation, publishes the number of crimes reported to the police. This method has the obvious drawback of not measuring unreported crimes. The second method, the victimization surveys compiled by the National Crime Panel, attempts to get at the problem of unreported crime by using sampling techniques and personal interviews. The surveys measure victims' perceptions and attempt to get a truer picture of all crime -- not just those reported to police. The victimization studies, however, do not sufficiently specify the variety of different crimes which most affect the elderly population.

Except for murder, the Uniform Crime Reports do not supply data on the age of the victims of reported crimes. UCR data on murder show declining percentages as age increases, except for the "75 and over" group. (But this "75 and over" group encompasses more persons than some other five-year age groups of the study and shows correspondingly higher percentages.)

On the other hand, the victimization studies of the National Crime Panel do provide age-of-victim information. In its 1973 advance report, the National Crime Panel stated that persons over 65 had the lowest crime victimization rates of the general population. But, for certain crime, such as personal larceny with contact (which includes purse snatching and pocket picking) the elderly population has higher victimization rates. (The 1974 victimization rates per 1,000 show 3.5 for the 50-64 age group and 3.4 for those 65 and over, while the overall victimization rate for these crimes is 3.1.)

Recent Studies on Elderly Victimization

In recent years, various studies have been completed in different parts of the nation on crime and the elderly. These studies are beginning to fill in some of the information gaps to be found in the two national-scope crime reports and victimization surveys. A brief summary of nine of these studies follows.

1. *Kansas City, Missouri.* This study examines crime frequency against the elderly in comparison with the general population in the inner city and the remainder of Kansas City,

Missouri. Police offense reports from September 1972 to January 1974 were processed for crimes against Kansas City residents, age 60 and over; nearly half of the elderly victims identified were interviewed for additional information. The Kansas City study showed a particularly high rate for strong-arm robbery against the elderly.

2. *Oakland, California.* This study, primarily concerned with describing the patterns of robbery in a single American city, found that robbery attacks are committed extensively against the elderly population. The Oakland study, after analysis, also revealed that more than one third of the robbery incidents against females involved victims 65 or older; and, more than half the victims of these same crimes were women 55 or older, although this age-sex category constituted only 27 percent of the total Oakland female population.

3. *Public Housing Crime.* This study used a national sample of elderly tenants in 53 different low-rent public housing projects throughout the country. The study showed that the elderly tenants in public housing have greater residential exposure to crime than Americans not in public housing; and that the median crime rate in the local neighborhoods where the housing projects were located was 10,086 per 100,000 — considerably above the national average crime rate for 1974, which was 4,821 per 100,000. Ninety-nine of 662 elderly residents interviewed claimed being a crime victim at least once over the three-year period of 1971 — 1974, with the following types and frequencies:

Robbery	50
Aggravated Assault	6
Burglary	25
Larceny	9
Auto Theft	2
Other Assaults	3
All Other Offenses	4
	99

4. *Detroit, Michigan.* A study entitled, "Senior Citizens as Victims of Major Crimes," collected data on five major crimes as reported to the police against persons 55 years old and older. Reported crimes for three years, 1971 — 1973, were used. An analysis of the data shows that older persons are victimized more than the general population for two crimes: robbery not armed, and breaking and entering.

5. *Portland/Multnomah County, Oregon.* This study gathered victimization data on persons over 60 year of age, their relationship to the criminal justice system, and their understanding of the legal system. The study showed that 63 percent of all elderly victimizations came from three property crimes; burglary, theft, and vandalism. The Portland/Multnomah study also noted three other findings. First, the elderly are victimized by robbery at the same rates in both male and female groups. Second, the elderly experience considerable harassment and obscene phone calls. Third, elderly male victims of minor muggings and pickpockets show similar characteristics as female victims of purse snatch. These characteristics include victimization close to home, generally without injury, usually associated with cashing of checks at the bank or going shopping at the local store.

6. *Houston, Texas.* This study, conducted between June 1971 and June 1972, compared incidence rates of specified crimes against the elderly. The study, which encompassed a sample of 800 persons (500 were 65 years and over) interviewed in the Houston Model Neighborhood Area, showed higher elderly victimization rates for robbery, swindling, and purse snatching. (On an

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incidence rate per 1,000, the 65 and over rate for robbery was 5.6 compared to a 4.7 rate for those under 65; for swindling, the rates were 3.8 compared to 2.2; for purse snatching, the comparative rates were 3.2 to 1.3)

7. *St. Petersburg, Florida.* Surveys in 1974 and 1975 were performed in St. Petersburg to analyze crimes against persons 60 years of age and older, an age group forming one-third of the total population of St. Petersburg. The surveys showed that the over-60 population was victimized at a higher rate for purse snatch, pickpocket, and robbery. The study also showed that the elderly population was being victimized substantially in the high incidence crime of residential breaking and entering.

8. *Huntington, West Virginia.* Analysis of available data from the 1974 police reports showed a total of 200 reported crimes involving aged victims out of a total of 9,987, a two-percent ratio. The most frequent crime against the elderly was larceny — most often an item stolen from the victim's front porch. Sponsors of the Huntington survey concluded that criminals were not singling out the elderly as victims and that the elderly citizens of Huntington apparently had few crime-related problems. They suspected, however, that a substantial number of crimes against the elderly were going unreported.

9. *Wilmington, Delaware.* Police Department Crime Incidence Reports for fiscal year 1975 were used to examine the fear-provoking street crimes of muggings, purse snatches, and attempts at each, against persons 60 years and older in the City of Wilmington. The findings show that persons 60 years and older comprise 30.4 percent of all street crime victims in Wilmington; however, persons 60 years and older form only 19.7 percent of the total population.

Generalizations from Selected Studies

Based on the findings of these selected studies, some general conclusions can be summarized regarding the nature and extent of crime against older persons.

1. The elderly population has higher than average victimization rates for strong-arm robbery, purse-snatching and pocket picking.

2. While the elderly population may not be victimized by burglary at as high a frequency rate as some other age groups, nevertheless residential breaking and entering remains a high frequency crime for the elderly. (It appears residential burglary may be more related to locale and opportunity than to the age of the victim.)

3. The elderly who live in public housing environments have much higher crime victimization rates than those not living in such environments.

4. For the more violent crimes against the person, such as murder, rape, and aggravated assault, the elderly generally have lower victimization rates than younger population groups.

5. National crime statistics can outline general categories of elderly victimization or non-victimization, but these characteristics do not necessarily apply to individual locales.

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Summary

The Uniform Crime Reports do not report crime by age, except for murder which shows declining percentages as age increases. On the other hand, the surveys of the National Crime Panel show, if not higher, then at least equal rates, in comparison with other age groups, for personal larceny with contact, which includes purse snatching and pocket picking.

Selected studies show high elderly victimization rates by fear-provoking crimes such as strong-arm robbery, purse snatch, and pickpocket. They also show high victimization rates of the elderly living in public housing environments. They show lower rates by the more violent crimes of murder, rape, and aggravated assault.

Finally, it needs to be stated that reliable statistical data are needed for crime-reduction efforts by police on behalf of older persons. Without it, crime is not seen as a problem for older persons, nor are there reliable data upon which to perform a crime analysis. The actual specifics of elderly victimization may vary substantially from locale to locale and cannot be clearly pin-pointed without a local crime analysis.

Lesson Two

CRIME IMPACT

LESSON OBJECTIVE: To examine four aspects of elderly life styles that intensify the impact of crime upon older persons.

Instructional Objective 1:   To assess the economic aspect of elderly life styles and the impact of crime on the financial condition of older persons.

Instructional Objective 2:   To evaluate the health aspect of elderly persons and the impact of injuries resulting from crime.

Instructional Objective 3:   To examine trends toward isolation in elderly life styles and the effect of crime in furthering isolation.

Instructional Objective 4:   To assess the fact and the effect of the fear of crime on elderly life styles.

LESSON TWO
CRIME IMPACT

Introduction

Many older persons have adequate financial resources, possess good health, live happy and productive lives, and experience no crime problem. In these lessons we are concerned about older persons who do suffer economic, physical or psychological hardship resulting from a crime experience.

Beyond the statistics of crime reports and victimization studies are other realities affecting elderly victims of crime. In many cases, the property loss and the injury sustained by the elderly — because they are elderly — are greater and more damaging than crime statistics may indicate. In other instances, the elderly — because they are elderly — are more vulnerable to criminal attacks. Certain characteristics, found in a profile drawn from a California study, apply to many elderly persons living in a major city. Many older persons are:

— Living on social security, or a limited and fixed retirement income

— Living in high crime areas

— Isolated and lonely but convinced of the necessity to barricade themselves at dusk out of fear of intruders

— Living with increasing health and mobility problems

— Living with limited transportation resources

This lesson examines four aspects of the life of the elderly in this country: economic, health, isolation, and fear. These aspects intensify the impact of crime and, in turn can increase many elderly person's vulnerability to criminal activity.

Economic Aspect

Generally, the income of older persons is much less than that of other adult age groups, even though, owing to inflation some retirement incomes increase. According to a Congressional Budget Office study, cash assistance programs, such as social security and in-kind transfers (food stamps, Medicare and Medicaid), have dramatically reduced poverty problems among the aged; but in-kind programs have not overcome the available cash problems poor older persons face.

The assets of a person can be looked at as a cushion against unexpected contingencies. Assets are of two kinds, liquid and non-liquid. Assets readily convertible into cash are called liquid assets. These include cash, bank deposits, stocks and bonds, loans to others, cash value of life insurance policies. They are the prime source of reserves against contingencies. On the other hand, assets not readily convertible into cash are called non-liquid assets. The principal non-liquid asset for many elderly persons is the home they own, a "kind of prepayment of the living expense of old age." Non-liquid assets also include other real estate and owned businesses, the value of consumer durables, and jewelry. They are not significant as reserves against contingencies because they are not readily convertible into cash.

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The net asset position of an elderly person is known when debts and current expenses are subtracted from all assets, both liquid and non-liquid. Usually, a person's net asset position increases until retirement; then it declines because assets are drawn upon to supplement income. The available cash assets of older persons consist mainly of fixed incomes, such as monthly social security checks. These assets, already at a lower level because of retirement, are further strained by inflation, resulting in an additional loss of purchasing power.

Retirement income may be adequate for food, shelter, and a reasonable standard of living. Nevertheless, reduced income often brings drastic change for the elderly person. Reduced income may require radical changes in consumption habits and important psychological adjustments. It is making more older persons more dependent on public institutions. The red tape of public institutions, the physical barriers of public buildings and other such impediments create considerable inconvenience, tax the endurance of the elderly, and keep them from taking advantage of services to which they are entitled.

A Kansas City study pointed out why the impact of crime is greater on elderly victims with low incomes:

> "With an overall median income of only $3,000 per year, elderly victims were likely to suffer severe consequences from financial losses. Losses were computed as a percentage of 1 month's income to determine immediate impacts; overall, victims lost 23 percent of a month's income, but in the lower income categories, losses were over 100 percent. In many cases, these losses forced victims to cut back on basic necessities."

In addition, retired persons find themselves more vulnerable to crime because of their reduced income. They are often forced to continue living in the old neighborhood where they have lived for years. In the course of time, they find themselves in the minority as the character of the area changes. They become outsiders subject to suspicion and higher victimization. Moreover, the regular income itself is normally fixed income, delivered on a known date in the recognizable form of the monthly pension or social security check, a date known as well by those who victimize the elderly. Finally, reduced income creates further dependence on public transportation, which at least in some larger cities increases vulnerability to criminal attack.

Health Aspect

Many older persons enjoy good health and are vigorous. However, others have reduced physical strength. They suffer more than other age groups from physical ailments. Their overall health and health-care status are such that they are more likely to suffer a greater effect from an injury sustained in a crime than would a younger person.

Older persons become more physically fragile as they age. Their bones are more easily broken and they are more likely to be hurt if they opt to defend themselves. They endure more lasting effects from physical injuries. For example, it was found that 15.2 percent of all older crime victims in a Kansas City study were physically injured. They suffered higher probability of a serious injury if they were victims of assault or strong-arm robberies. A Wilmington study revealed that 41.4 percent of 128 older victims of street crime sustained injuries.

Because of their general health and physical condition, many older persons are more vulnerable to criminal attack. For instance, if an older person cannot hear well, he can more easily

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be assaulted from behind and become the victim of a strong-arm robbery. If vision is impaired, the older person cannot observe happenings around him from which a crime can materialize. The Kansas City study, for example, disclosed that 20 percent of the victims had some visible physical handicap that impaired mobility. The older person's physical condition may also cause lack of alertness or awareness. Preoccupied with physical disabilities, he may exert such concentration in stepping from a curb, for example, that he becomes unaware of what is happening around him. He thereby becomes an easier victim in a situation that would normally not be a problem for a younger person. Finally, their physical condition makes older persons vulnerable to repeated victimization. Older victims more likely fear reprisals — should they report a crime — from assailants who often threaten violence against them.

Aspect of Isolation

Conditions promoting isolation are prominent with the elderly, even though we are reminded by some authorities that social isolation characterizes only a minority of older persons, particularly the very old. Nevertheless, two trends are evident today: more older persons are living alone and apart; and more older persons are living in central cities. Both these trends in elderly life styles contribute to their isolation and vulnerability to crime.

A Michigan study found that the number of older persons who live alone increases with age:

Age Group	Percent Living Alone
60 – 64	17.1%
65 – 69	26.3%
70 – 74	33.3%
75 – 79	42.5%
over 79	47.4%

This trend is in evidence nationwide, according to Bureau of Census statistics: the numbers of elderly persons who maintain their own households and live apart from other members of their families, have been on the increase since the early 1960's. In 1975, 15 percent of men 65 years old and over, and about 37 percent of the women of the same age lived alone.

Many older persons are widowed and spend many years alone. The March 1975 statistics disclose that only one out of three women 65 and over was married and living with her husband. More than half of the women 65 and over were widows and more than one out of three was living alone. If they become isolated, they become vulnerable to crime.

A second trend in elderly living — the increasing concentration of older persons in central cities — also contributes to their isolation and vulnerability to crime. In 1976, while persons 65 and over constituted about 10% of the total population, 31.1% lived in central cities. By contrast only 28.6% of the remaining 90% of the total population lived in central cities. Among the reasons given to explain why older persons remain in the central cities while younger groups move out are the following: a higher rate of home ownership, lower migration rates, longer

presence in the community, personal attachments to their community and home, and economic considerations. But, central cities quite often are also high-crime areas. Thus, older persons, who form a high percentage of central cities population often live in close proximity to those likely to victimize them.

Crime intensifies the forces that cause isolation. Being a victim of crime can be a frightful experience for the elderly and can seriously impair their quality of life. Isolation, combined with a fear of crime, can prevent older persons from making essential trips outside their home — to the grocery, to the physician or dentist, and to health care centers. Older persons may also reduce their social activities at church, synagogue, community center, golden-age club, or the homes of friends. Reduced social activity increases their isolation, and causes depression and lessened self-care. In short, conditions leading to isolation are common to the elderly. They tend to live apart and are concentrated in central cities. They suffer isolation when crime or fear of crime aggravates this life situation.

Isolation can make older persons more vulnerable to crime. Since females generally outlive males, many married women are widowed in their later years and live alone. Older persons who do live alone are more vulnerable to victimization. Some isolated and lonely persons are more prone to allow a con man to involve them in a confidence game. (See Lesson Four.) Social isolation causes many older persons to report crime less. Less crime reporting also increases vulnerability. Finally, some older isolated persons become reluctant to depart from their routine. Their life styles and habits become predictable — such as going to the bank or grocery — and thereby they make themselves more vulnerable to criminal attack.

Aspect of Fear

Fear of being a crime victim has a special impact on older persons; at times, the fear of crime seems to be even more of a problem than crime itself. Minor residential crime can leave elderly victims with a lasting sense of invasion, threat, aloneness, and anonymity that drastically degrade quality of life. Elderly victims often react with aversion to the home after burglary. The home which was once their shelter now entraps them, making them fearful to remain alone.

Fear of crime affects all age groups and experts do not agree on how much more fearful the elderly are than other age groups. What is certain is that many older persons express a high degree of fear. Here are some findings from studies about fear of crime that indicate a higher degree among the elderly:

1. Older women are the most likely to fear crime. Women in general express fear of crime more than men. Older men are more likely to say they are fearful than younger men.

2. Black older persons are more fearful of crime than white elderly — a comparison that applies to all age categories. Sixty-nine percent of black aged according to one study were afraid to walk their neighborhoods alone at night, compared to 47 percent of the white elderly in their neighborhoods.

3. Persons who live alone generally express greater fear of crime. Persons in the over sixty age group who live alone express much greater fear than those who do not live alone.

4. The larger the place (larger city) the greater is the fearfulness.

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Another study, in Nashville, Tennessee, showed that one-third of the elderly were afraid to go out alone at any time. The study provided these reasons from those afraid to go out alone:

49% — not safe, too dangerous — resulting in fear

17% — fear of getting robbed or beaten up

33% — deterrents such as torn up streets, difficulty of seeing, fear of falling — and other factors unrelated to crime

Three-fourths of all respondents reported they did not go out at night.

Fear of crime strongly affects older persons. It alters their natural life style. It reinforces isolation, as the Portland/Multnomah County study entitled, "Older Americans' Crime Prevention Research Project," pointed out:

> "Generally, it seemed that those persons who lived in most isolation
> and with little community support, were those who felt most alienated
> from their urban environment and the social service network. They
> were most withdrawn from contact with the social system in general.
> Many times there was a manifestation of lack of faith in system response
> and resilience. Such perceptions contributed to withdrawal from
> society but also would account for stronger fear toward that society.
> There is as well, some tendency for persons to withdraw more following
> a criminal incident with intent of increasing their personal protection.
> As the isolation increases, fear increases which in turn promotes further
> isolation."

Summary

Crime reports and victimization statistics do not reflect the total impact of crime committed against the elderly. Their economic situation may be such — with low and fixed incomes during inflationary times — that unexpected losses occurring from criminal activity can create severe economic problems. For many this vulnerability to criminal attacks is increased by living in or close to high crime areas and depending on the regular arrival of their monthly checks. Their health status may be such that injuries suffered during a crime can seriously disrupt their health and mobility for a long time. Moreover, because of their health status, they are more vulnerable to certain crimes, such as strong-arm robbery.

Finally, fear of crime increases the isolation of the elderly, which not only affects the quality of their life but also increases their vulnerability to criminal attack. Older persons become increasingly susceptible to social isolation the older they grow. They can, under circumstances of repeated victimization, become self-imprisoned and live out their lives in hopelessness and abject fear.

Lesson Three

CRIME ANALYSIS

LESSON OBJECTIVE: To describe the process of performing a local crime analysis of elderly victimization.

Instructional Objective 1:   Delineate the nature and necessity of crime analysis.

Instructional Objective 2:   Describe three data deficiencies of crime against the elderly.

Instructional Objective 3:   Summarize methods of crime analysis from a case study.

Instructional Objective 4:   Name the five steps of a crime analysis.

Instructional Objective 5:   Identify data collection and crime analysis principles and describe two types of analysis necessary when dealing with elderly victimization.

LESSON THREE
CRIME ANALYSIS

Introduction

Crimes against elderly citizens often go unreported. Or, they are blown out of proportion in the daily news. But, a purse snatch or a swindle, when the victim is an older person, often has more serious impact than the dollars or cents stolen or than is indicated in the incident statistic on a crime report.

Because crime reporting and crime analysis efforts have not focused on special problems of the elderly citizen, we know too little about crimes against the elderly. Because of this, it is difficult for police agencies to plan effectively how to assist the elderly citizens in their community — either to prevent the crime, to reduce its impact, or to aid the elderly victims of crime.

In this lesson, five subjects related to crime analysis and elderly victimization are discussed: crime analysis, what it is and why it is important; data deficiencies impeding effective analysis of elderly victimization; a case study; the essential parts of a crime analysis; and general principles and types of analyses needed for a crime analysis of elderly victimization.

Crime Analysis

Crime analysis, if used properly, can assist a police agency in its general crime prevention or criminal apprehension efforts by providing line officers with up-to-date information about criminal activities or crime patterns that exist locally.

Crime analysis exists as an on-going activity in almost every policy agency, even if informally. It's common knowledge that individual officers — either from their own day-to-day experiences or from their conversations with other officers — can often predict where the Friday night trouble spots will be, what automobile models are most likely to get stolen, and in many instances, who is behind the criminal activity.

Formal crime analysis exists in a police agency when a specific unit systematically examines regularly collected information, such as reported crimes and criminal MO's, and makes its analysis available to different divisions within the agency, such as the patrol officer, the investigative unit, and the planning unit.

Generally, a crime analysis unit will produce information that can be useful in a variety of ways within the police agency. This information can be used:

● To increase the number of cases cleared by arrest by correlating the MO's of arrested suspects to other uncleared offenses.

● To provide investigative leads to detectives by furnishing lists of suspects whose MO's match those of uncleared offenses.

● To provide a greater number of crime pattern bulletins for the patrol function and thereby increase the awareness of field officers, thus increasing the potential for earlier arrests.

● To provide a means of influencing citizen groups to observe criminal activity as it directly pertains to them, and thereby aid in enlisting their support for crime-specific prevention programs.

● To provide information relating to security considerations for environmental design of new residential communities and commercial developments.

● To provide early identification of crime patterns through MO correlations.

● To increase the number of discovered crime patterns which are capable of being identified.

● To provide a means of measuring results of crime-specific prevention or suppression programs.

● To provide staff recommendations on possible program solutions to crime problems.

● To aid in the coordination of special crime suppression task forces.

● To provide information on projected levels of offender activity and to identify future problem areas.*

Current Data Deficiencies

Crime analysis, however, can only be as good as the information, or data, upon which the analysis is based. Data must be accurate, up-to-date, specific, and reasonably comprehensive. The data enable us to being answering the key questions — the who, what, when, where, how and why — of crimes occurring in our community.

While great strides have been made in recent years by police agencies in the collection, analysis, and utilization of crime data, much remains to be done. This is especially true regarding crimes against elderly victims.

National victimization surveys have shown, first of all, that there is more actual crime occurring than is being reported. Reported crime tells only half the story. In addition to this deficiency, three other problems, all related to data collection practices, currently hinder effective crime analysis efforts regarding the elderly.

The first problem: Crime reporting systems generally pay little attention to the age of the victim of a crime. The victim's age may be recorded on the investigating officer's report form, but often that's as far as this information goes. For example, except for reported homicides, the FBI Uniform Crime Reports do not include information on the age of victims of various crimes.

The second problem: While some police agencies have shown an interest in the age of the victims of reported crimes, the age groupings for elderly have been either inconsistently categorized, or the age brackets of the elderly have been so broad as to be almost useless. For instance,

*George A. Bush, *Police Crime Analysis Unit Handbook* (U.S. Department of Justice, Law Enforcement Assistance Administration, National Institute of Criminal Justice, 1973), page 7.

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a 1971 Washington, D. C. Metropolitan Police Department study grouped all crime victims 50 years old and older into a single over-50 age category. As a result, police victimization data could not be correlated with existing census data.

The third problem: Some experts claim that the elderly are particularly vulnerable to certain kinds of specific criminal activities, such as swindles, frauds, purse snatching and strong-arm robbery. But crime reporting systems often report these crimes differently in different jurisdictions, or they group these specifically different crimes under a larger category, such as theft or robbery.

As a result of these data collection deficiencies, it is very difficult for crime analysts, at this time, to clearly determine the actual extent of crime against elderly victims or to state with any certainty what specific kinds of criminal activity are targeting in on the elderly persons in our communities.

Despite these problems, police agencies *can* do something about getting the information they need to measure the nature and extent of crimes against elderly victims in their communities. This information that can be used to apprehend offenders who victimize the elderly can also be used to develop crime prevention programs designed to protect elderly citizens.

Obtaining and using this information can be built into the police agency's regular crime reporting and analysis operation or it can be undertaken as a special effort.

Case Study: Wilmington Crime Analysis

In 1975, in a cooperative effort involving the Wilmington (Delaware) Bureau of Police, the FBI and the Police Foundation, a special case study was performed on crimes with elderly victims.

A review of crime incidence reports in Wilmington for 1975 revealed that 31 percent of the victims of street crimes (robberies, muggings, purse snatches and attempts) were 60 years old or older. (The 60 and above age group constitutes less than 20 percent of the resident population.) A victim survey was designed and mailed to all street-crime victims in this age group. Eighty-two percent of those receiving the questionnaire responded.

A task force also interviewed a number of juveniles arrested for street crimes in order to obtain some insight into how an offender viewed the elderly target population.

Statistical profiles, based on data collected through the survey questionnaires and the interviews with offenders, led the Wilmington crime analysis team to conclude:

1. The elderly victim is most often a female.

2. The victim is carrying a purse.

3. The victim is generally alone.

4. The victim is often attacked in her own neighborhood.

5. The crime occurs during daylight hours in the majority of incidents.

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6. The offender is a male in his teens.

7. The offender targets the elderly.

Several crime deterrent projects were then designed by the FBI and Wilmington Police, based on the findings from their analysis of street crimes against the elderly, including some suggestions from the offenders themselves, such as: don't carry pocketbooks; don't walk alone; police should be highly visible around banks on social security and welfare check days; police should give the elderly rides home from the bank.

Crime Analysis: Essential Steps

Whether in Wilmington or in your own community, a crime analysis effort — if it is to be effective — must go through several important steps:

1. *Data Collection.* Whether by using existing data collecting processes (uniform crime reports, officer field reports, etc.) or specially designed surveys or interviews, this step involves gathering factual information about crimes being committed, the victims of these crimes, and the offenders.

Because it is so important, it is worth repeating: data collected for use in analyses of crimes against the elderly must contain the exact age of the victims and must include specific descriptions of crimes committed against them.

2. *Collation of Information.* This step involves bringing all the information together, categorizing or arranging the collected data into an organized format so that, through comparison and analysis, crime patterns and trends can be discerned, and relationships among crime, offender, and victim can be seen.

3. *Analysis.* This step involves the examination of the patterns, the trends, and the possible relationships emerging from the data collection and collation processes, and making some definite statements, based on the information, about the crimes, the victims and the offenders and their modus operandi. It is during this step that facts and figures, statistics and other data, take on "meaning." Victim and offender profiles can be developed, and high-risk times, places and occasions can be predicted.

4. *Dissemination of Findings.* This step involves getting the "meaningful findings" of the crime analysis to the persons who can use the information — the patrol officer, the roll-call sergeant, the planning unit, the crime prevention unit, etc. If the information is accurate and is rapidly supplied to potential users in a format that is easily understood by the users, they can then develop specific crime resistance/prevention programs, advise the elderly about crime risks and adjust patrol and investigative procedures to meet these identified problems.

5. *Feedback and Evaluation.* This final step involves a periodic monitoring of the crime analysis process. Several essential questions need to be addressed to measure the effectiveness of the process. They are: Is the information accurate? Is the information being put to use in the field? Is there an impact on the problem?

Crime analysis at the local level is necessary if law enforcement agencies are to obtain a clear picture of the scope and extent of crimes affecting the elderly in their communities. Several data collection and crime analysis principles should guide the effort:

1. Determine at what age an individual will be considered an older person.

2. Make certain there is enough age category consistency with other information systems, such as Bureau of Census Statistics, to allow the comparative study of older victims as well as comparisons with younger age groups.

3. Determine the who, what, where, when, how and why of victimization of the elderly through incident analyses and victimization studies.

4. Study crime specifically enough to measure those particular crimes in which older persons are more frequently the victims.

5. Focus on the total impact of the crime on the victim's life, health, and well-being — not on the criminal act alone.

Normally, two kinds of crime analyses will be needed at the local level — incidence analysis and victimization analysis. They are different, but related to each other.

Incident analysis is based on data compiled by the police agency on all police services, both crime and non-crime. Police data forms should include information on type, location, and time of incident; and on age, sex, race and residence of victim (and of offender, if known). The report forms should be designed in checklist style, whenever possible, rather than the fill-in mode. Elderly volunteers can assist the law enforcement agency in transcribing data from dispatcher and field reports in preparation for manual or computer processing. The volunteers, however, will have to comply with confidentiality safeguards of offender records.

The second type of analysis necessary is the victimization study. This study can be based on a representative sample survey of the elderly in the community to learn about crimes and their impact, whether reported or not. Among the essential questions needed to uncover useful information are the following:

Were you a victim of crime in the past twelve months? (The study should especially probe for the following types of crime: robbery, purse snatching, pickpocket, assault, burglary, and fraud.)

The study should also obtain a brief description of each incident. What was the impact of the incident(s) on: daily routine and social activities? feelings of fear? financial situation? health? and the victim's attitude toward police?

Was the incident reported to the police? If not, why not?

What precautions are now taken against crime?

An interviewer might also ask the elderly person for a detailed description of the most serious incident, including a description of offenders, time of incident, manner of reporting crime.

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To perform a local crime and victimization analysis, law enforcement agencies may obtain help from other resources. Local colleges and universities might be helpful in providing survey design assistance. Community organizations might assist in conducting the survey. A simplified, standard format is needed that can be used by localities with limited funding and expertise in conducting surveys. An initial survey should be limited in scope; for example, it might focus on a single neighborhood, or on elderly persons only.

Summary

Local crime analysis can help a police agency determine the extent and the nature of crime in the community. For a useful analysis of crime against the elderly, data collection efforts must make certain that the exact age of the victim is obtained and that a specific description of the crimes with elderly victims is also obtained.

The Wilmington case study is an example of how a police agency can undertake a five-step crime analysis program as a means for determining just what the local crime-against-the-elderly picture is.

Lesson Four

ELDERLY FRAUD VICTIMS

LESSON OBJECTIVE: To examine the elderly's vulnerability to criminal fraud, the extent of their victimization, and countermeasures to reduce fraud against them.

Instructional Objective 1: To analyze reasons for and extent of elderly fraud victimization.

Instructional Objective 2: To examine the impact of fraud on the elderly victim.

Instructional Objective 3: To list countermeasures to reduce fraud against the elderly.

LESSON FOUR
ELDERLY FRAUD VICTIMS

Introduction

Older persons often fall victim to fraud schemes. This happens because the elderly are susceptible and more easily victimized by con artists. When it does happen, the personal trauma suffered by the elderly fraud victim can be severe. Why are the elderly susceptible to fraud and to con artists? In what ways can law enforcement officers help the elderly protect themselves from frauds and swindles? These are two of the questions to be examined in this lesson on elderly fraud victims.

Elderly Susceptibility to Fraud Schemes

Con artists frequently single out the elderly as prime targets. Why? Because the elderly are more vulnerable than other segments of the population to this type of criminal activity.

Because of a variety of situations that often accompany the aging process, the vulnerability of the elderly to criminal fraud is increased. Any one or more of these situations in the lives of the elderly influences their susceptibility to fraudulent schemes. They are:

● Loneliness. Elderly persons, if they are lonely, often feel useless and outside the mainstream of life. They are vulnerable to friendly sounding con artists.

● Grief. Grief may cause an elderly person to seek renewal of hope. For example, a widow who has recently lost her spouse may seek a substitute for the one lost. The elderly person may find the renewal of hope in the voice of the con artist.

● Depression. Depression, which often involves feelings of guilt and self-worthlessness, is frequently replaced by frantic efforts toward image-rebuilding. These frantic efforts can lead a person to spend money foolishly and uselessly.

● Sensory perception impairments. An elderly person, who cannot easily read small print or who has difficulty hearing oral explanations, may be too embarrassed to ask for clarification.

● Illness and pain. The elderly who are ill or in pain may turn hopefully to any promises of cures for relief. They may persist in the wishful thinking of personal invulnerability to fraud that makes them ready to believe cure claims without sufficient evidence.

● Hedonism. Fear that time and opportunity are running out may lead older persons to take chances and to make unwise investments.

● Non-acceptance of aging. Distaste for aging may make older persons particularly vulnerable to useless purchases of such things as wrinkle removers and medications to remove aging spots.

The elderly, in their desire for personal communication, are victimized in a manner sometimes more exploitative than illegal. Fraud practitioners are not respecters of persons. They will prey even on the poor, who may be ill-informed and willing to gamble all they have because they

have so little and desire more. Con artists have been known to victimize older people and retirees on fixed incomes, frequently depriving them of life savings.

How extensive is the crime of fraud against the elderly? The California Crime Prevention Division gives these indications of the extent of victimization by means of the pigeon drop (see below, Lesson Five):

● Seniors are the victim in 90 percent of the cases estimated to be perpetrated against persons in California. Average age of victim is 70 years.

● Average loss is about $2,000.

● Losses state-wide are reported at about one-half million dollars per year.

● Police estimate five cases occur for every one reported.

● Most con artists are not apprehended and return of the funds lost is seldom accomplished because the con men work swiftly in an area and move on.

During Congressional Subcommittee hearings in 1976, a New York police officer testified:

"Before I came over today, I took 29 con games that had been reported.
I didn't handpick them to make them look good. I took them in order.
The game I picked is the most common of all, the 'pocketbook drop.'
Out of the 25 cases I took, 15 of the victims were over 55, if you want
to count that as a senior citizen threshold. Five of those people out of
the 15 were in their seventies, one was in her eighties. I totalled the
amount of money stolen. For the 15 people over 55, the amount of
money came out to $89,000. For the 10 people under 55, the amount
of money came out to $7,700.

"You see what I am getting at? When the younger people get taken,
they lose a few hundred, a thousand, sometimes four or five, but the
older people will give up just about every cent they have in the bank.
They get wiped out."

Impact of Fraud

An elderly person who loses an entire life's savings experiences severe trauma. This trauma at times leads to isolation and an existence in desperate poverty and loneliness. An insight into the personal trauma is provided by more testimony from police officers during Congressional Subcommittee hearings in 1976.

"If you want to see a horror story, when we get a victim down at
the office, a victim in her seventies, she comes in and she will sit
there. First of all, she has tremendous shame that she was conned.
It is almost like a crime of rape. She will sit down and start telling
the story and she is embarrassed and shaken. When you realize they
just lost their life savings or that crutch that helps them stave off
poverty; when you see the realization hitting them that they are
going to have to move; the few extra measures they are getting

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they are going to have to lose; they have nothing to leave to their grandchildren; things like that — you can see a dead person in front of you, as brutal as it sounds.

"We had a woman last week who lost like $33,000. That is a lot of money but she is not a wealthy woman. Her life savings, insurance payments when her husband died, things like that. She sat there and we had to shake her by the shoulders to question her. She stared into nothing. I asked her if she had somebody to go home to that night, somebody we could call. I was afraid that this poor woman was going out of a window. She did not, but I was afraid she would get sick. I think they die more quickly when they've lost their pride."

Moreover, an elderly victim of a fraudulent scheme may then suffer from extreme fear, embarrassment and shame, as the following testimony suggests:

"Once the victim loses her savings, she is very embarrassed and ashamed to come forward. Also, at her age, she worries that possibly her family will think that she is becoming senile and cannot make it on her own and cannot take care of herself. A lot of women feel that way and it affects them that way also. They are afraid their family is going to find out what has happened. This one particular lady we have here with us today is very upset about it. She lost $2,000 and that just about wiped her out completely. She was not about to let her family know about it for fear of what I just said, that possibly they might think that she is becoming senile."

An additional side effect of the trauma suffered by the elderly victim of a fraud is the victim's reluctance to cooperate with authorities in their efforts to apprehend the con artist. Statistics provided by the New York City Police Department show that of an estimated 5,000 fraud complaints filed — resulting in over $5 million in losses — only 973 victims fully cooperated with the police.

Finally, the elderly victim of fraud may feel that his own greed or stupidity caused the incident. He will be embarrassed to report losses, which he will often not disclose even when he does cooperate with the police. As a result, the con artist remains free to victimize other elderly persons.

Elderly Fraud Countermeasures

What can be done by law enforcement officers to combat criminal fraud against the elderly? Three general stratagies can be followed to reduce victimization of the elderly and its impact. The first involves cooperation with other private and public institutions; the second involves education — both of the elderly in the community and of law enforcement officers; and the third strategy involves a sensitivity on the part of the law enforcement officer to the victim of a fraud scheme.

Cooperation with community institutions, with other law enforcement agencies and the judicial process will help reduce fraud. This cooperation should include at least the following:

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● *Local Banks.* Law enforcement officials can work with bank officials to get them to challenge unusual, large cash withdrawals by older persons. As an example, the Falls Church, Virginia, Police Department and banks in its jurisdiction have worked out the following 4-point program:

1. Two or three signs exhibited on the counters of each bank warn older persons about frauds involving cash withdrawals.

2. Anyone over 50, who does not regularly withdraw large sums from the bank, is not permitted to do so without first discussing the matter with the bank manager. The manager tries to dissuade the person from withdrawing a large cash sum. He points to the sign and warns the person to be sure that the transaction is not part of such a scheme.

3. The bank calls the police whenever suspicious activity comes to its attention. The police send plainclothes officers to investigate.

4. Procedures for handling large cash withdrawals by the elderly are part of a weekly in-service training for bank tellers. This topic is discussed when police make weekly bank checks.

● *Inter-Agency Fraud/Bunco Squads.* Many law enforcement agencies have centralized squads sometimes making it necessary for victims to travel long distances to view photos. Since photo identification is a major factor in the arrest of fraud suspects, photo viewing should be made as convenient as possible for the fraud victim.

● *Judicial System.* Sustained cooperation must be maintained between police, prosecutors and judges.

● *Media.* Potential victims can be reached through the news media. Local newspapers and television stations can publish accounts of confidence swindles in efforts to inform the public of the risks involved.

In addition to cooperation, education can help reduce fraud incidents and losses. This includes the education of older persons as well as the education of law enforcement officers.

Older persons can be taught to reduce the risks of being conned or swindled by following these tips:

— Be suspicious of unusual sales, contributions, and gifts.

— Don't be rushed into business deals.

— Don't reveal financial affairs, marital status, or banking practices indiscriminately.

— Be careful about prepaying for products or services offered by traveling sales teams.

— Never withdraw large sums of money from the bank at the urging of strangers.

— Check out any group soliciting funds before contributing.

— Never show anyone your money, nor allow others to hold or count it.

— Don't give a list of your friends to solicitors.

— Make use of the law permitting a three-day "cooling off" period to cancel contracts on goods sold in the home.

— Observe any suspects closely and try to remember an accurate description — physical features, clothes, and other such things. Get a copy of their literature. Remember their exact "pitch."

— Attempt to observe the suspect's car. Remember its color, make, and license number, including the State, if possible. Write this information down immediately.

— Do not make a hasty decision:

1. Ask the suspect to return at a specific time and date.

2. Call the nearest police facility immediately.

3. Be prepared to testify, if necessary.

Law enforcement officers, too, can educate themselves on fraudulent practices and swindling schemes. At a minimum, the law enforcement officer should be familiar with words and terms often used in this field. The following terms, and their definitions, constitute a basic vocabulary for law enforcement officers who assist the elderly in combatting fradulent crimes and activities:

● *Bait and Switch*

> A method of operation wherein a person is attracted by a bargain or "bait" and then switched to another item.

● *Bilk*

> To cheat out of what is due.

● *Bunco*

> Sometimes spelled "Bunko." A swindling game or scheme. (Perhaps derived from the Spanish BANCA, meaning "a bank.")

● *Cognovit*

> An acknowledgment or confession by a defendant that the plantiff's cause is just. See Confession Judgment.

● *Confession Judgment Note*

> A common provision of an installment contract wherein the purchaser signs away his rights to any court defense. In other words, if you do not make the payments, or in any other way do not abide by the provisions of the contract, the holder of the contract can easily secure a judgment in court.

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- *Defalcation*

    Embezzlement.

- *Defraud*

    To deprive of something by deception or fraud.

- *Embezzle*

    To appropriate fraudulently for one's own use.

- *Fake*

    Counterfeit/A worthless imitation passed off as genuine.

- *Flim Flam*

    Deception or fraud.

- *Franchise*

    The right to be and exercise the powers of a corporation.

- *Fraud*

    Deceit or trickery. The intentional perversion of truth in order to induce another to part with something of value.

- *Grifter*

    A person who obtains money by swindling or cheating.

- *Holder in Due Course*

    A third party, such as a bank or finance company, that has purchased a note or contract from the seller or supplier. Under new regulations the bank or finance company can be held responsible for all claims which the consumer would bring against the seller.

- *Nailed to the Floor*

    A sales technique whereby a particularly attractive item of merchandise is displayed or advertised, but which cannot be sold. It merely serves to entice the buyer into the marketplace.

- *Par Selling*

    A sales practice wherein the salesman is allowed to keep a certain percentage above a certain (par) price.

- *Peculation*

    Embezzlement.

- *Pitchman*

    Sometimes used to describe a person who hawks wares, quite often used in an unsavory sense.

- *Puffing*

    A sales technique wherein exaggerated claims are made for the item that is for sale.

- *Quack*

    A pretender to medical skill. A charlatan.

- *Referral Selling*

    A plan wherein the buyer is told he can earn commissions by referring other persons to the seller and thereby get the item free.

- *Shill*

    One who acts as a decoy, as for a pitchman or gambler.

Finally, it is important for law enforcement officers to be understanding and sensitive with fraud victims. Victims of fraud schemes and swindles will react differently than victims of other crimes. This is true of the general population, and particularly true of elderly victims of fraud. Law enforcement officers who deal with elderly victims of fraud can take to heart the words of a veteran of 18 years on the fraud beat:

> "To work as a con cop you've got to be religious. . . you've got to judge
> each case separately and realize that whether it is a beggar or a banker
> that has been victimized, it is the most important and embarrassing prob-
> lem for that person. You can never make fun of them. No, never.
> Regardless of who you are, there is a con scheme for you."

Summary

Elderly persons are often the victims of con artists because of influences that occur as part of aging: loneliness, grief, depression, sensory perception impairments, illness and pain, hedonism, and fear of aging. Fraud practitioners prey upon the elderly poor as well as the rich. Older persons who live alone are frequently the victims of con artists.

Elderly victims of fraud at times are reduced to lives of poverty and loneliness. They experience shame, and fear the ridicule of other persons — factors causing a low reporting of this crime.

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Strategies to reduce fraud incidence and impact include law enforcement agency cooperation with community institutions, and the judicial system, fraud/bunco squads of other jurisdictions and the media. Another strategy includes education, both for the elderly and for police. The elderly should be taught measures for spotting fraud and for initiating action once it is in process. Police should expand their knowledge of fraud. Finally, law enforcement officers must display sensitivity in dealing with fraud victims.

Lesson Five

BUNCO FRAUDS AGAINST THE ELDERLY

LESSON OBJECTIVES: To examine the methods of the con artist, some common bunco schemes against the elderly, and signs indicating that a fraud is in progress.

Instructional Objective 1:   To examine methods the con artist uses to select his victims.

Instructional Objective 2:   To delineate common bunco schemes against the elderly.

Instructional Objective 3:   To describe signs for recognizing a fraud in progress.

LESSON FIVE
BUNCO FRAUDS AGAINST THE ELDERLY

Introduction

Con artists are known to be ingenious and astute. And victimization studies show that the artist does not hesitate to victimize the older person. Two of the questions to be looked at in this lesson are: How does a con artist select his potential victims? And, what are some of the more common bunco frauds perpetrated against older persons? Finally, several signs will be listed that may indicate to a potential victim that a fraud attempt is in progress.

How the Con Artist Selects His Victims

Experienced bunco detectives admit having a certain respect for the con artist. Con artists are clever. They are convincing and ingenious. They are often charming. They would be rich and free, according to some law enforcement officers, if they put the same amount of work and care into a legitimate enterprise. They are experts in the applied knowledge of how to manipulate people to go along with their schemes. But, con artists use this skill to exploit the desires, ambitions and weaknesses of their victims.

It needs to be pointed out that the elderly are not the only victims of con artists. Younger persons, too — even the well-educated and knowledgeable — can become victims of fraud. Three examples will illustrate the fact:

● Wall Street bankers and investment counsellors were bilked in a $200 million Oklahoma Homestake Oil Company swindle.

● Five bank presidents — all fired because of unwise investments — were drawn into a $40 million Washington — New York wine swindle.

● A businessman looking for diversification received only a wad of paper worth five dollars when he invested in a $35,000 computer dating franchise.

Whether the potential victim is young or old makes little difference in the con artist's variety of methods for selecting potential victims. Among the more common victim-selection methods are the following:

● Random, person-to-person contacts.

● Indiscriminate, house-to-house canvassing.

● "Resident" mail.

● Random mailing list acquired from another group.

● A "soft touch" mailing list acquired from a legitimate charitable or religious organization.

● Offering prizes to people to induce them to suggest names of their friends who might be interested in the "product."

● Subtle probing by bunco artist of local people in order to elicit names of likely subjects for swindle.

● Names from newspaper articles — "I see by the paper that you are interested in . . . "

● Visual inspection of neighborhoods by roof repair, driveway repair, or home repair defrauders — looking for likely prospects.

● Checking phone books for people having unusual biblical first names. Such names are characteristic of older people.

● Females listed in phone books or on mail boxes — indicating that they live alone.

Bunco Frauds Against the Elderly

Bunco is a general term covering a variety of fraudulent, deceptive and theft-by-trickery crimes. Bunco schemes are extensive — estimated to be over 800 varieties. Among these many variations of bunco fraud, however, eight fraudulent schemes stand out; according to experienced law enforcement officers, the elderly person is frequently a prime target for any one of these bunco frauds.

1. *Bank Examiner*. The bank examiner scheme usually is performed by a three-person team. The typical scheme goes like this: The team pinpoints bank locations on a map within a certain target area. They go through the telephone directory to underline listings of women's names. They single out a victim, usually a woman, who lives alone and is not likely to discuss the scheme with someone else. The first team member makes an initial telephone call, verifies the identity of the victim's bank, and informs her that a bank official will be calling shortly.

Then, the second con artist — impersonating a bank official — telephones to obtain the victim's correct bank balance, to advise her that a number of bank accounts have some suspicious withdrawals, and to persuade her to withdraw money to help trap a suspected dishonest employee. The third member of the con team serves as bag man who, displaying forged credentials, collects the money withdrawn from the bank by the victim.

2. *Pigeon Drop*. The pigeon drop scheme, like the bank examiner fraud, usually targets women — often elderly women — as prime victims. A pigeon drop team usually consists of a Caucasian and a member of some other ethnic group. An elderly person is approached by one member of the con team. As they talk, the second member of the team "finds" a package of money and then joins the conversation by inquiring whether or not it belongs to either of them. A note is pulled from the package of money and shown to the intended victim. The note induces the victim to think that the money has been gained by illicit means — or will be used for illicit purposes — and that the finders should not keep the money.

Then the con artist holding the money offers to consult his "boss" or "lawyer" to ask what to do with the money. He reports back that the three can split the money. However, they will have to withdraw money from the bank to show good faith and to prove that they will not spend the money found until the "boss" has worked out some legal procedures. Then, the accomplice, pretending not to know the finder, produces money and urges the victim to do the same. The victim withdraws savings and shows the money to the con artists. They place it in an envelope, and in a fast switch give the victim one stuffed with nothing but paper.

3. *Home Repair Fraud.* The elderly homeowner is frequently victimized by home improve-ment or home repair frauds. These take many forms. A typical home repair swindle usually follows this pattern: "Workmen" approach an elderly homeowner. They point out a home repair need. They then confide to the homeowner that they have just finished a job nearby, have material left over, and can do the repair for only a fraction of the actual cost, since the material was already paid for. They will say, "We don't have to return that oil. We can fix your roof, make a couple extra dollars for ourselves, and save you some money."

The homeowner allows the workmen to do the job. By allowing them to use materials some-one else paid for, he may feel compromised. The homeowner pays the workmen; but the material used is inferior and deteriorates very soon afterward.

4. *The Building Inspector.* The building inspector scheme also victimizes home owners, often elderly persons. In this fraudulent scheme, a con artist poses and appears at the door as an "inspector" – unknown, unsummoned, and displaying false credentials. He informs the homeowner that he is making a routine inspection and gains entrance into the home. After his inspection, he declares that the house is unsafe, placing the homeowner in an extremely frightening or uncomfor-table situation. For example, he may tell the homeowner that the water must be turned off immedi-ately because the hot water heater is unsafe. But, to the homeowner's relief, the "inspector" knows someone (a plumber, for example) who can do the repair. The "repair" is arranged and performed at an exorbitant fee.

5. *Sales Frauds.* Some sales frauds find the elderly population particularly vulnerable and susceptible to their fraudulent approach. The following instance exemplifies how this scheme can work: The "salesman" begins with this statement, "Mrs. Anderson, I know you already have a hearing aid, but I get ten dollars from my company for every demonstration I give. Won't you let me show our product to you?" (The company may have bestowed on the salesman the title of hearing aid audiologist, and he may conduct some form of hearing test as part of the demonstration.)

In one case, the salesman had an elderly woman in her eighties sign a piece of paper, which he pretended was a statement from her that he had performed the demonstration. In reality, he had her sign a contract for a $175 hearing aid which she did not need.

6. *Medical Quackery.* The elderly are frequently victims of fraudulent medical or quick-cure schemes. Fake laboratory tests, miracle cures, and offers of free medical diagnosis often trap the elderly into expensive, long-term, and useless treatments. (For example, it has been estimated that for every dollar spent on research on arthritis, as much as $25 is wasted on fraudulent "cures" for arthritis – at an estimated $400 million annual cost nationally.)

7. *"Work At Home" Frauds.* One newspaper ad drew more than 200,000 applicants in response to a fraudulent offer. Applicants, in order to qualify, had to send a small registration fee and perform a sewing task to demonstrate skill. No one qualified and no money was returned.

8. *Mail Frauds.* The U. S. Postal service categorizes the wide variety of mail frauds as: con-sumer frauds, business opportunity frauds, medical frauds, self-improvement frauds. Mail frauds often victimize elderly and lonely persons who may value and read carefully a piece of mail which a younger person would discard as junk mail.

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Signs of Fraud in Progress

The con artist often preys upon one of two qualities in the victim — the victim's charity or the victim's greed. The victim's charity is engaged, for example, when a salesman confides that he will get ten dollars each time that the demonstration is done. The victim's greed is engaged when the con artist offers something for nothing. The two most common tell-tale signs of a bunco scheme in progress are the following: (1) "Hurry-up" transactions in which the person asks for immediate payment or prepayment for a product or service; and (2) The victim is requested to withdraw savings, or exhibit cash or other valuables.

There are other signs that a fraudulent scheme may be happening. Knowing these signs may help a potential victim, whether elderly or not, defeat the con artist. Among the signs are the following:

- Free or spectacular offers.

- "Hot" or stolen goods.

- Leftover material from a nearby job — offered cheap.

- A statement like, "We have carefully selected you as a showcase for our product or service."

- "Hurry-up deals" with no time to check authenticity.

- Requirement to sign a contract as a "mere formality."

- A statement like, "We are a new company selling at sacrifice prices in order to establish our product."

- A statement like, "Pay for material now and for labor costs upon completion of the job," or "I'm actually cheating my company — so don't check on this or we will both be out."

- Phone calls from bank, police, or government "officials" inquiring about personal financial status.

- Requests from police or government "officials" for cooperation by withdrawing or producing money.

- Requests for contributions from a group having a name almost — but not quite — identical to a well-known group or organization.

- Any offer by a stranger to "share" something.

- An offer to "bless" money or to make it multiply magically.

- Claims of easy access to the occult or supernatural.

- "Survey Teams" operating by phone or in person, seeking salary, age, marital status, and other such information.

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Summary

Con artists are students of human behavior. They are clever, convincing, and ingenious. They victimize even the well-educated, intelligent, and knowledgeable. Their schemes are often so well designed — at times even legal — that successful prosecution is very difficult. The con artist may use a variety of approaches to select the victims for his scheme. Bunco schemes are commonly directed against elderly persons. Among the most common of these schemes are the bank examiner, the pigeon drop, home repair schemes, the home inspector fraud, sales fraud, medical quackery, work at home, and mail frauds.

The con artists often prey on either of the opposite qualities of charity or greed in the victim. Bunco schemes commonly consist of "hurry-up" transactions requiring immediate payment or prepayment, or requests for withdrawing or exhibiting cash or other valuables. However, a variety of statements or approaches used by con artists can tip off a potential victim that a fraud attempt may be in progress.

Student Digest

MODULE THREE

THE PROCESS OF AGING

MODULE THREE OBJECTIVE
To tell how sensory perception, physiological, and psychological changes that often accompany the process of aging can affect law enforcement work with older persons.

Lesson One

SENSORY PERCEPTIONS

LESSON OBJECTIVE: To suggest practical ways to deal with sensory perception difficulties that often accompany aging.

Instructional Objective 1:   Identify seven vision changes that often accompany aging.

Instructional Objective 2:   List two behavior signs of vision difficulties and two short tests to discriminate their extent.

Instructional Objective 3:   Name six compensatory techniques to use in assisting an older person to adjust to vision problems.

Instructional Objective 4:   Identify four common hearing changes related to aging.

Instructional Objective 5:   Recognize two behavior signs of hearing difficulties and list two short tests to discriminate the extent of hearing difficulties.

Instructional Objective 6:   Name four compensatory techniques to use in assisting an older person adjust to hearing problems.

Instructional Objective 7:   Identify three touch sensation changes associated with aging.

Instructional Objective 8:   Recognize two behavior signs of touch difficulties and tell two tests to determine the extent of touch difficulties.

Instructional Objective 9:   Name three compensatory techniques to use in assisting an older person adjust to touch problems.

Instructional Objective 10:   Identify two taste and smell sensation changes associated with aging.

LESSON ONE
SENSORY PERCEPTIONS

Introduction

Changes in sensory perceptions begin at different ages and proceed at different rates. But, most individuals over the age of fifty-five must adapt to sensory perception changes. These changes reduce the quantity and quality of sensory information received from the person's surroundings. More than one sensory perception change can occur at one time. When this happens, adapting will be even more difficult. For example, it is difficult to adapt to a loss of good vision; but the hearing sense can help compensate for this loss. But when both these senses begin failing at the same time — as often happens in the process of aging — adjustment problems can be severe.

A law enforcement officer must learn to recognize these realities. By learning about the sensory perception changes that often accompany aging, and by learning how to compensate for these changes in his own dealings with the older citizen, he can provide his services more efficiently and effectively. In this lesson the primary senses of vision and hearing, as well as the changes that occur as part of the aging process, will be discussed in detail. The other senses — touch, taste and smell — will also be treated, even though our knowledge of these three sensory perceptions is not as well developed.

Vision

Vision impairments affect a person's life. Since changes in vision perception frequently accompany aging, the common ways in which vision begins to change will be examined; ways and means to detect a vision difficulty and to compensate for it will also be suggested.

Because the eye is so constructed that it can function efficiently even beyond the owner's lifetime, excellent vision without glasses is sometimes to be found, even in extreme old age. However, this is an exception. About three-fourths of all older women and over half of all older men have moderate to severe visual defects. The probabilities are that an older person will have vision difficulties of one kind or another.

There are seven general characteristics of vision. They are: general visual acuity, farsightedness, color vision, focusing ability, glare resistance, dark adaptation, and peripheral vision.

1. *General Visual Acuity.* The ability to discriminate detail is commonly referred to as general visual acuity. Visual acuity is usually measured and expressed numerically as 20/20, 20/40 vision, and so on. The probability of losing sharp visual acuity increases as one grows older. Decline can begin in individuals with normal undiseased eyes as early as the mid-twenties, and tends to accelerate in later years. A behavior characteristic of a decline in visual acuity would be squinting the eyes to see more clearly. For example, if a person has to squint to see an automobile license plate, he may be showing signs of losing normal visual acuity.

2. *Farsightedness.* Technically known as presbyopia, farsightedness refers to the ability to see distant objects clearly. Farsightedness is caused by a loss of elasticity in the lens of the eye, a fairly normal occurrence for most people as they grow older. Around the age of 40, the lens becomes less elastic and is unable to change shape as it once did. Vision at the usual reading distance starts to become blurry. By age 55, the lens has lost most of its flexibility, and nearly all people over that age will exhibit symptoms of farsightedness.

Older persons are twice as likely as the general population to wear glasses for farsightedness. However, it is worth noting that because an older person is wearing glasses, it may not be true that he or she has adequately compensated for vision changes. The prescription may be out-dated. The eyeglasses, if they are dirty, may be interfering with clear vision. Behaviors indicating difficulties due to farsightedness include the inability to read small print. This vision difficulty may also partly explain why an older adult is more susceptible to certain types of fraud. The victim may not want to admit his or her inability to read small print and so may sign a contract without being aware of its contents.

3. *Color Vision.* Research suggests that color vision also changes with age. The lens of the eye actually yellows with age, reducing the quantity of light entering the eye and filtering out violets, blues, and greens. An older person wearing green socks with a blue suit may not have "bad taste." He may unknowingly be suffering from color vision loss. Loss of color vision can have serious consequences. Some traffic signs can fade into the background if color contrasts are not high. Or, the older pedestrian who hesitates crossing at an intersection may be having difficulty seeing a green traffic light against a blue sky.

4. *Focusing Ability.* A loss of elasticity in the lens of the eye can also affect focusing ability. This means the lens of the eye cannot rapidly adjust focus on objects at varying distances. For example, the older driver cannot rapidly focus his vision on the speedometer on the dashboard, and then on a car 500 feet up the road or a person walking onto the roadway.

5. *Glare Resistance.* The eye's sensitivity to levels of light and dark changes with age. This affects a person's ability to adjust to bright light. With age, the lens of the eye grows without shedding older cells, thus changing its shape and becoming thicker. These changes tend to scatter light coming into the eye, creating glare problems. Direct glare comes from a concentrated light source such as car headlights or from sunlight reflecting off a store window. Diffuse glare refers to the overall intensity of light, a common problem on bright days after a snowfall.

Because of lowered glare resistance, an older person may not be able to recognize a law enforcement officer standing in the bright sunlight outside his door. Some older persons begin wearing tinted glasses and eyeshades to compensate for the lowered resistance to glare.

6. *Dark Adaptation.* The eye's sensitivity to the levels of light and dark can also be complicated by dark adaptation. This problem is caused by the fact that the diameter of the pupil decreases with age, thus allowing less light to enter the eye. As a result, the aging eye needs more light to see well. In a dimly lighted environment, for example, an older person's vision is impeded and the potential for accidents increases. The eyes of an older person may also require a longer period of time to adjust from light to darkness. Driving at night, for example, can be a problem because sight recovery after exposure to oncoming headlights is delayed.

7. *Peripheral Vision.* Peripheral vision is the ability to recognize objects in the horizontal portion of the field of vision. The normal person has a three-degree cone of vision in which objects appear in clear detail. Around that central vision is ninety degrees of peripheral vision, which is highly sensitive to motion, light and darkness, and varying shapes and sizes. Peripheral vision probably begins to constrict after the age of 45 and continues after 65 with greater shrinkages. An older person with constricting peripheral vision will normally compensate by placing things he wants to see directly in front of himself.

These seven vision perception changes can generally be compensated for in one way or another. Before studying the signs of these vision changes in the elderly and compensatory

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techniques that can be used to offset them, two other severe vision problems which may affect the elderly need to be mentioned. They are: blindness, most often the result either of cataracts, glaucoma, or diabetes and visual hallucinations.

Blindness. Over half of the newly reported cases of blindness are persons aged 65 and over. Of this, more than 80 percent are 70 years of age or older. Cataracts, glaucoma, and diabetes are the three greatest threats to vision and the commonest causes of blindness in the older person.

Cataracts refer to a progressive change of the lens inside the eye from clear to cloudy. Cataracts are rare before the age of fifty, and occur almost universally after the age of seventy. The first signs of a cataract are trouble in seeing detail, seeing better in twilight than in daylight or in bright light, or when one eye "sees" double or triple images. This vision difficulty is surgically correctable.

Glaucoma is characterized by increased fluid pressure inside the eye because normal fluid drainage has been obstructed. The fluid pressure is too high and causes progressive harm to vision. The chances of contracting glaucoma increase significantly with age, from the age of 35. Ninety percent of all cases occur in persons 40 years old or older. Glaucoma itself can be controlled, although vision lost due to this disease cannot be restored. Medication, or in some cases, surgery is used to regulate glaucoma.

Visual Hallucination. Older people experiencing changes in vision may refer to moving shapes and shadows in their field of vision. Usually this causes no particular problem, but if confused, disoriented, under severe emotional stress, or as a result of some medications, these visual impressions resemble frightening visual hallucinations. For example, an older person may "see" a shape or shadow moving outside the bedroom window. Very easily, this "shadow" can be perceived by the person as a prowler. Although there may be no prowler — not even a real shadow — the fear experienced by the person is very real.

There are a number of common signs which may indicate vision problems:

● The older person may not be able to distinguish an object from its background. In autumn, for example, a yellow yield sign may blend with trees in the background.

● Walking may be less steady or certain because the older person cannot see objects in his way. Similarly, he may have difficulty detecting or handling small objects.

● Shrinking peripheral vision limits the older person's ability to detect objects on either side of his line of vision. He will see only things directly in front of him.

● The older person, in attempting to see close objects more clearly, may constantly squint.

● An older person may always prefer bright colored objects. He may be unable to distinguish blue colors from greens and violets.

● Eye movements in the older adult may not be directed towards any particular object.

There are practical ways to compensate for many of the vision changes. The law enforcement officer can use these suggested compensatory techniques with older persons who have vision problems.

1. *A Verbal Pre-Warning.* If you rapidly or unexpectedly approach an older person with visual problems, you may arouse unnecessary fears. A spoken pre-warning or explanation of what you are doing will help prevent misunderstanding in this situation.

2. *Simplify Visual Field.* Keep the visual field as simple as possible to help the older person distinguish the necessary message you wish to communicate. For example, a road map with too many details or an overhead transparency with too much information crammed on it can confuse rather than communicate clearly to an elderly audience.

3. *Use Bold Lettering.* Use large, bold-print lettering in any written communication — letters, memos or signs — for older persons with symptoms of loss of general visual acuity or farsightedness.

4. *Use High-Contrast Colors.* Older persons can easily discriminate yellows, oranges and reds. On the other hand, blues, greens, and violets tend to fade. This compensatory technique is used primarily for changes in color vision which generally accompany aging.

5. *Facilitate Focusing Ability.* Do not expect an older person quickly to focus on objects at varying distances. This technique needs to be applied on the street during an investigation, while giving directions and especially when confronting the older driver. When programming for or interviewing an older person, don't repeatedly force him to look up from a paper, and over to you or across the room, and back to the paper.

6. *Provide Suitable Lighting.* Lighting control, whenever possible, is a valuable compensatory technique, whether on the street or inside a building. In circumstances of uncontrolled natural light, such as a sunny day, a bright snowy day, or when in a room near a large window, the officer should attempt to moderate the glare. Under artificial light, the older eye functions more comfortably under incandescent (yellow) lights than under fluorescent (blue) lights. If you cannot control the light, allow for extra adjustment time. For example, when entering or leaving a darkly lighted church, movie, theatre or home, the aging eye will take longer to adjust; wait several moments before requiring the person to use his vision again.

7. *Position.* Be aware of your physical relationship to an older adult. Position yourself clearly within his field of vision. Also position any objects, devices, or materials you want him to see within his field of vision. This is mainly to compensate for constricting peripheral vision, but it also aids general visual acuity, farsightedness and focusing ability.

To summarize, widespread vision changes occur with age. There can be changes in: general visual acuity, farsightedness, color vision, focusing ability, glare resistance, dark adaptation, and peripheral vision. Blindness in old age often results from glaucoma, cataracts and diabetic complications. The older person who has uncontrolled eye movements, squinting eyes, slow visual coordination, inaccurate discrimination of detail or high intensity color selections probably has vision problems. He may also have shrinking peripheral vision or changing depth perception.

Be aware of these vision changes in an older person; being able to determine the extent of the change and to compensate for it, will make the law enforcement officer a more effective public servant.

Hearing

The sense of hearing tends to decline with age. This is widely accepted as an inevitable part of the process of aging. This does not mean that aging causes hearing deficiencies. It may be due to the fact that there is no known medical treatment to restore lost hearing to normal, no matter at what age the impairment occurs. Nevertheless, of all people who have hearing loss, over half are over the age of sixty-five; and one out of four very aged persons has a significant hearing impairment.

Hard-of-hearing is a commonly-used term to describe a person whose hearing sense only partially recognizes spoken language. Most people who are hard-of-hearing suffer from misunderstanding speech rather than not hearing it. They hear more sounds but distinguish fewer words than a normal person might expect. On the other hand, deafness refers to the inability to recognize sounds or word combinations even when amplified. The largest number of deaf persons — whether the deafness is partial or complete — are elderly persons.

Hearing changes are not as easy to define, measure and describe as are vision changes. Nevertheless, there are common hearing characteristics that can be identified which will make it easier to understand the hearing changes that frequently occur in older persons; these hearing characteristics can be summarized under five headings: volume, noise threshold, pitch, verbal confusion, and tinnitus.

1. *Volume.* The ability to hear volume may decline with age. A person who is suffering from a decline in this hearing characteristic can compensate in one of two ways. He can ask the speaker to talk louder; or he can use a hearing aid which, very simply, amplifies the volume of sound. Although eyeglasses are prescribed upon the basis of vision measurement, hearing aids cannot simply be prescribed upon the basis of hearing measurements. Finding the proper hearing aid requires a trial and error method of choice. A hearing aid makes sounds louder, all sounds, those a person wants to hear and those he doesn't want to hear. The concentration which is required to block out unimportant noises and background sounds must be relearned by the user of a hearing aid.

2. *Noise Threshold.* This term refers to background noises which may interfere with normal hearing. With age, it becomes more difficult to block out unwanted sounds which are interfering with the hearing of spoken words. This is called a higher noise threshold. When a person has a higher noise threshold (which tends to be part of a hearing change that accompanies aging), then such things as noises from traffic, playgrounds, air conditioners, conversations in another part of the room interfere with hearing what the person wants to hear.

3. *Pitch.* Pitch refers to sound frequencies — higher or lower sounds — not volume or sound intensity. Older persons who are hard-of-hearing, therefore, have not necessarily lost a normal ability to hear sound volumes. In a situation where the older persons says, "Stop shouting, I can't hear you," he may be indicating he has lost the ability to hear the pitch, not the volume, of a sound. Increasing one's volume, therefore, will not help a person who has lost the ability to hear high-pitched sounds. In fact, when a speaker increases the volume of his voice in response to a person who cannot hear, the pitch of his voice also rises. On the other hand, a whisper lowers the pitch of the voice. Consequently, the older person having high pitch sound difficulties may hear more clearly when a person whispers rather than shouts.

4. *Verbal Confusion.* Older persons may confuse spoken words. Simple confusion of sound-alike words is not unusual even for persons with good hearing. But for older persons who are experiencing this change in hearing, words may have a rumbling, "fuzzy" quality. The older person may think that people are mumbling or slurring their words. The problem is not so much an absence of

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sound as a poor definition of sound. The voice can be heard, but not all the conversation. Words like chew, shoe and Sue; or words like cheese, sees, fees, and these, can sound exactly the same. This is the auditory "fuzz" that most people who are hard-of-hearing must cope with. Shouting at the older person may distort the sound he receives even more, making the comprehension of words even more difficult.

5. *Tinnitus.* Tinnitus refers to "head noises" like ringing, clicking, or buzzing, etc. The noises may be temporary or permanent, depending upon the hearing impairment involved. Medications, such as large doses of aspirin, hypertension, or even a blow to the head can cause tinnitus.

Older people who are suffering from changes in hearing may indicate the change through certain observable behaviors. Among these signs are the following:

● The inability to hear affects the older person's ability to monitor his own speaking voice; as a result, he may speak unnecessarily loudly or may not speak clearly.

● Hard-of-hearing older people may constantly request that words be repeated. They are often confused as to what is expected of them and may blame others for giving poor directions.

● The older person may not react or respond to a verbal message or a sudden noise. On the other hand, he may give an understanding nod when in reality he has not heard what is being said. He may appear confused, answer inappropriately or answer when no question has been asked.

● Older persons with hearing losses may appear to have reduced attention spans, especially when confronted by two or more people speaking at the same time. They will shift their attention to something else.

● The older person who is experiencing a hearing loss may physically position himself in order to clearly see the speaker, or turn his head slightly to position his better hearing ear toward the speaker.

Many older persons will not wear hearing aids, or do not know how to operate hearing aids properly, or cannot recognize when the batteries have worn out. The police officer can help a situation by using the following compensatory techniques:

1. *Body Positioning.* Stand directly in front of the older person when you are speaking. This allows him to read your lips.

2. *Presentation.* Use gestures and objects as often as possible to illustrate your message.

3. *Speaking.* Keep sentences short and simple. Pronounce your words clearly; don't overreact by speaking too slowly.

4. *Touching.* If needed, slowly touch the person to ensure that you have his attention before attempting to communicate.

5. *Controlling Competing Sounds.* Eliminate or minimize background noises which might interfere with the older person's ability to concentrate on what you are saying.

To summarize, hearing problems are much more prevalent in older persons than in the general population. These changes can pertain to the ability to hear the volume or the pitch of

sounds. Competing background noise and simple confusion of words can also cause hearing difficulties. An older adult may suffer from tinnitus, that is, noises heard inside the head. The older person who does not react, or, on the other hand, constantly requests that comments be repeated, probably has hearing problems. A law enforcement officer will be able to communicate most effectively and patiently by using the compensatory techniques recommended in this lesson.

Touch, Taste, Smell

A great deal more research has been done on vision and hearing than on the other three senses of touch, taste and smell. Nevertheless, occasions may arise when one or the other of these senses will play an important role in the relationship of the law enforcement officer and the elderly.

Older persons often rely extensively on their sense of touch to distinguish objects. Touch sensations can be described under three headings: touch, pressure or pain.

● *Touch* refers to a quick and light sensation — what one feels when another touches him briefly and lightly on the arm. An older person may lose the ability to perceive or feel touches of this kind.

● *Pressure* sensation refers to a sustained touch.

● *Pain* perception acts as a protective device for the body, signaling the body to react to harmful influences. Stimuli for pain includes excessive heat or cold, skin damage, inadequate blood supply, and muscle spasm.

Individuals normally have about the same tolerance for pain. Since the feeling of pain is an indication that all is not well, the loss or decline of this sense can be dangerous. For instance, the older person who cannot discern water temperature could incur severe burns.

Observing small details of dress may be a clue to touch sensation declines in an older person. Has the older adult tied his shoelaces, buttoned his shirt, or groomed himself neatly? There are other common behaviors which indicate that an older person may have difficulty with touch sensations:

● The older person may not recognize a light touch.

● The older person may be conditioned to withdraw from touching other people or unfamiliar objects.

● Older persons may not detect slight pain or may overreact to painful stimuli.

● It may appear that the older person grips an object or a person more tightly than is necessary (this may be painful for the recipient). Or, the older adult may have a tendency to drop objects.

There are no substitutes for lost touch sensations. However, the law enforcement officer may apply the following compensatory techniques to help the older person with this problem:

1. *Give A Verbal Pre-Warning.* If you tell the older person what you are doing, or warn him about hot and cold before he touches certain objects, this can help adjustment.

2. *Use Touch.* You may need actually to touch the person with your hand to establish contact. Touch and stimulation may help the older person overcome some of the sensory loss.

3. *Intensify Touch.* When touching an older person, you may need to use slightly increased pressure, but not enough to cause discomfort.

4. *Use Care in Handling Objects.* Be certain that the older person has an adequate grip on an object before you release it.

Taste perception is found in the taste buds, the parts of the tongue which identify flavors. It is not understood why some people are sensitive to sour substances and others to sweets. Generally, people have the ability to taste sweet, salty, bitter and sour. Most older persons over sixty have lost 50 percent of their taste buds. A person in his late seventies has about one-sixth the number of taste buds as a twenty-year old. Generally, the first tastes to decline are sweet and salty. As a result, some older people complain that all food tastes bitter or sour. The seemingly great variety of taste sensations is owing to the fact that they are confused or combined with simultaneous smell sensations.

It is extremely difficult to describe changes in the ability to smell. Smell incorporates a personal interpretation reflecting past and present experiences. Beyond this "subjectivity," there are no established basic smells. The sense of smell probably declines with age. Forty percent of persons over eighty years of age have difficulty identifying common substances by smell.

Law enforcement officers may see in an older person the results of a decreased appetite and declined sensitivity to odors, complicated by a limited income. These factors can result in an older person's not purchasing groceries regularly or eating nutritious meals. Consequently, there is a higher possibility that the older person may eat spoiled or contaminated food.

In addition, a loss in the ability to smell can limit the older person's ability to detect smoke or some other warning odor such as a gas jet leak.

Summary

Most older persons undergo and have to adapt to sensory perception changes. While each individual is different, the probabilities are high that an older person is living with a significant change in one or more of his senses — vision, hearing, touch, taste and smell.

Changes in vision can range from total blindness to less severe changes, such as declines in general visual acuity, farsightedness, color vision, focusing ability, glare resistance, dark adaptation and peripheral vision. Similarly, hearing changes can range from total deafness to less severe changes that make a person hard-of-hearing. Hearing changes were discussed under five headings — changes related to volume, noise threshold, pitch, verbal confusion, and tinnitus. The other three sense perceptions of touch, taste, and smell were also briefly discussed. In these areas, too, older persons tend to suffer from sensory perception changes more than does the general population.

By knowing what changes are likely and by being able to use compensatory techniques to offset difficulties resulting from these changes, a law enforcement officer can serve the elderly more sensitively and more effectively.

Lesson Two

PHYSIOLOGICAL ASPECTS OF AGING

LESSON OBJECTIVE: To suggest compensatory precautions to deal with physiological difficulties that often accompany aging.

Instructional Objective 1:   Describe one common physiological change that often accompanies aging, in each of the following systems: muscular, organ, and skeletal.

Instructional Objective 2:   List five compensatory precautions to make the environment safer for older persons.

LESSON TWO
PHYSIOLOGICAL ASPECTS OF AGING

Introduction

Physiological changes in the muscular, organ and skeletal systems of the body occur as part of the aging process. As a result, older persons will have less muscular strength and dexterity, and will require more time to recover from stressful situations. Injuries and falls can have serious repercussions on the life of an elderly person. Bones will fracture more easily and the recuperative process draws heavily on already-limited reserve capacities.

In this lesson, some of these physiological changes will be discussed along with some practical recommendations — compensatory precautions that a law enforcement officer can suggest to reduce injury risks and to make the living environment of the elderly more secure.

Muscular System

Maximum muscular strength normally occurs between the ages of 25 and 30. After the age of 30, the individual usually shows a gradual decline in physical strength and speed. This occurs partly because, as a person ages, the muscles begin to deteriorate. On the average, a young adult's muscle system makes up 43 percent of the total body weight. In the older adult however, the muscle system drops to 25 percent of the total body weight. While muscle loss is normal and typical for the elderly, the greatest loss occurs in inactive people. Muscular strength will waste away from disuse. As a consequence, at age 80, average muscular strength in males is approximately the same as that of 12 year-old boys.

The older person's inability to maintain higher muscular activity relates to reduced muscle mass, a decline in nerve activity, a slower rate of chemical reactions, and reduced blood supply. Even in a resting state, the older person will show a decline in the following physiological functions: nerve impulse speed, cardiac output, blood flow and filtration rate, basic metabolism, and sex hormone excretion.

A weak handshake or the inability to button clothes are commonplace clues to the lessening of muscular strength and dexterity in an elderly person. Rapid, voluntary muscular movements will be even more difficult and require additional time and effort. Older muscles fatigue more easily. As an overall result, one can expect to encounter in the elderly a general decrease in strength, endurance and agility.

Organ Systems

The older adult will usually be slower, weaker and more easily fatigued. Why? One reason is that many older people confront different rates of aging in various organ systems. As an example, one and the same individual may possess a comparatively "youthful" cardiovascular system, a relatively "middle-aged" skeletal system, and an "old" digestive system. A slowdown in one system usually creates strains and energy drains on other parts of the body. During the aging process, all organ systems lose cells and tissues that are not replaced. The physiological pattern of change beginning in the forties is a gradual reduction in the performance of many organ systems.

One of the first changes to be noticed is the dramatic reduction of the body's tremendous reserve capacities. These reserve capacities are used whenever illness or emotional upsets arise. The elderly's recovery rate — the time it takes for the system to replenish its reserves — is also slower.

Diet. The health of a person's organ systems depends to a large degree on the person's diet. Advancing age does not change the body's requirements for nutrients, although less calories are required to maintain good health. Because of loneliness, lack of mobility or poverty, older persons often fail to maintain proper dietary habits. Some older persons who have undergone changes in taste and smell may quit eating because nothing tastes good; or they may eat excessive amoun⸱⸱ of certain foods to get a taste sensation. It is possible to develop a dietary deficiency and not know it, because the first stage involves depletion of nutrient reserves which are stored in the body for emergencies.

Malnutrition among the elderly is not uncommon. The most common form of malnutrition, however, is not characterized by a hollow-eyed countenance and shrunken frame. Instead, it is more commonly characterized by obesity, resulting from a protein-deficient diet. Protein deficiency can also result in weakness and fatigue. Brittle bones in older persons can be intensified by a calcium deficiency. Some other by-products of poor eating habits in an older person — confusion, fatigue, irritability, and insomnia — can be reversed through changes in diet.

Injury. Because of these changes occurring in the organ systems, an injury can create special problems for the elderly. An injury can include bumps, bruises, breaks, and abrasions. As with younger persons, reparative processes restore the body's original condition, with the exception of scars. But, for the elderly, physical injuries can become an important contributory factor to the debilities of age. Any injury can transform the gradual physiological declines accompanying age into sudden reductions. More often than not, an injury will decrease the older person's reserve capacities.

Skeletal System

A person's bones and joints make up the major parts of the body's skeletal system. Changes occur in this system, too, as part of the process of aging. Joints slowly and inevitably undergo degenerative changes and stiffen. The first evidence of joint degeneration is present in most 20-year-olds. The weight-bearing joints are most commonly affected — the knees, the hips, and the spine. Stiffness is also common in the finger joints of elderly persons.

Degenerative joint disease is not unusual. It is present in varying degrees in many people. The onset of degenerative joint disease is characterized by stiff joints which a person can feel after sitting for a long period of time. Later, pain may develop. The pain is usually mild and is noticed only when standing, walking, or making any movements which involve using the weight-bearing joints. Severe incapacitation from degenerative joint disease will be found in about 5 percent of the older population.

Bones, too, change with age. Osteoporosis is a degenerative bone disease not limited to, but quite frequently found in, the older adult. It is four times more prevalent in older women than in older men. As the bones age, their substance does not change; but the total amount of bone tissue decreases, and the bones become more porous. As a result, an older person's bones are weaker and more susceptible to fracture. For example, hip fractures can be sustained in harmless acts, as when an older person steps off a curb. Authorities disagree as to whether the fracture occurs first and then causes the older person to fall, or whether the fall causes the fracture to occur. Until fairly recently, though, it was not uncommon for older persons with hip fractures to die.

Older adults generally will recuperate from fractures as rapidly as younger age groups. However, elderly persons who sustain substantial skeletal injury will frequently have one or more other medical problems associated with it. Because of this, elderly persons tend to view fractures as major catastrophes. Fractures and broken bones can lead to terminal complications for elderly persons.

Mobility and Balance

Mobility changes can be observed by taking a close look at how older people walk. Older people tend to tilt their bodies forward. They take shorter strides. A younger person generally lifts the foot from the ground neither too much nor too little. Elderly persons, on the other hand, lift their legs higher and have a wider walking base. Some older people shuffle because they need to spend more time in the support phase of the step than in the swinging phase of the step.

As a result, commonplace and everyday activities can become increasingly difficult. For an elderly person, crossing the street may be slow and uncertain. This is so not only because of the person's need to judge the direction and speed of automobiles and the timing of the traffic lights, but also because of the person's need to monitor his or her own foot movements. Older adults, as a result, are often forced to reduce their attention to the surrounding environment. This subjects them to increased risks. Errors made crossing streets or climbing stairs can have costly consequences.

The ability to compensate for changes in body position also declines with aging. Position sense is the recognition of the location and rate of movement of the parts of the body. Even without using vision, most people are aware of movement and new positions of their bodies and parts of their bodies. Normally position sense makes little demand on one's attention. However, as the older person's position sense changes, he must more consciously monitor his body and its parts.

Simple tasks such as eating, drinking, writing, or putting on clothes require more concentration than before. Walking through one's home in the dark can become a problem because of the lessening of position sense.

Moreover, older persons have a greater tendency to fall. Tripping and turning suddenly are the two commonest causes. Eighty-five percent of all serious injuries resulting from accidents involving people age 65 and over are related to falls, and one-fourth of such falls are attributed to visual impairments.

Drop attacks are falls resulting from a blockage of the flow of blood to the brain, usually caused when the head is turned quickly or to an awkward angle, such as suddenly looking up. Although frightening and unpleasant, drop attacks are harmless in and of themselves. However, since drop attacks occur frequently in persons over the age of 75, any fall can result in broken bones for an elderly person.

Compensatory Precautions

There is very little that can be done to halt or reverse the organic, muscular, mobility and balance changes that occur in the elderly as part of the aging process. However, many steps can be taken — many of them simple and inexpensive — that will adapt an elderly person's environment to

these changes. The following recommendations and observations, if implemented or kept in mind, will serve as compensatory precautions which will reduce injury risks for an older person.*

Home Design

1. Recommend that older persons arrange furniture to allow smooth and safe traffic flow in all rooms. This will eliminate the hazard of falls and allow a quick exit in case of fire or other emergencies.

2. Well-trimmed shrubbery and trees can decrease the opportunity for prowlers to have easy cover.

Adequate Lighting

1. From the street and driveway to the entrance of the home (paying special attention to steps and stairways), adequate lighting will enhance personal safety and security.

2. Clear glass light fixtures can create problems with glare, since bulbs will show through.

3. Install night lights near the floors, especially in the bedroom.

Bathroom Perils

1. Nonslip finishes on the bathroom floor, bath tub, and shower are good preventive measure against falls.

2. Grab bars provide support for getting in or out of the bath tub.

3. Since hot water can cause severe burns, a mixer faucet in the lavatory and a temperature-regulating valve in the shower can reduce such hazards.

Kitchen Dangers

1. Burner controls or other knob dials on appliances marked with bright colors will help indicate "on," and "off," and different settings.

2. Potentially hazardous household agents can cause poisonings if they are mistaken for food or beverages. They should be clearly marked or color-coded.

3. Changes in the ability to smell which accompany aging may preclude the older person's awareness of contaminated food in the refrigerator or a gas jet leak.

Other Hazardous Areas

1. An old floor may be warped or have loose, broken, or missing boards or tiles. Incorrect waxing or spilled liquids can make a floor too slippery. For these reasons, floors should be kept clear, level and clean.

2. Stairways may be steep and poorly lighted. Carpeting should be securely anchored. Uncarpeted stairs should be finished with non-skid paints or abrasives.

3. Old, unvented heating units in poor repair can cause fires or result in carbon monoxide poisoning.

The Older Pedestrian

1. If older persons must walk on roadways, advise them to walk on the left side facing traffic (unless this is a violation of local law) and make sure that their clothing does not blend with the background.

2. Extra time should be allowed for crossing a road, especially if roadways are slippery or weather conditions are below par.

3. The elderly should be especially careful when walking in snow or on icy sidewalks; they should avoid carrying heavy loads in any type of weather.

Summary

Physiological changes which occur as part of the process of aging include declines in muscular strength and dexterity, changes in the organ systems, and changes in the skeletal system of joints and bones. As a result of these normal aging changes, an elderly person will become less mobile, more susceptible to serious physical damage from injuries and falls, and generally will require more time and have to consume more energy to compensate for these physiological changes.

Law enforcement officers, if aware of these physiological changes that occur in the elderly, can then recommend appropriate compensatory precautions that will reduce the risk of injuries to the elderly — recommendations that will make the everyday environment of the elderly safer and more secure.

Lesson Three

PSYCHOLOGICAL ASPECTS OF AGING

LESSON OBJECTIVE: To recognize psychological changes in learning, memory, other brain functions, and reactions to stress and loss that may accompany the aging process.

Instructional Objective 1:   To point out four age-related changes in the learning process.

Instructional Objective 2:   To describe common symptoms of brain damage.

Instructional Objective 3:   To explain how stress and loss can affect the behavior and mental health of older persons.

Instructional Objective 4:   To list ways to deal with psychological changes occurring in older persons.

LESSON THREE
PSYCHOLOGICAL ASPECTS OF AGING

Introduction

The answer to the question of "How old is old?" will depend upon who is asking the question, who is being asked, and why. Some people are robust at 70; others are on their death beds at 40. Most adults are "old" in some ways and "young" in others. While it is good to be aware that all older people are to some extent individual, this in no way denies the fact that people have certain characteristics in common as a result of being old. We must identify these commonalities and at the same time, respect individual uniqueness.

One fact is generally agreed upon — that variation increases in all personal attributes as people grow older. From maturity onward, people become less and less alike. The aged represent the most heterogeneous group in our population. It is especially important to remember this as we consider the psychological aspects of aging — the changes that can occur in intelligence, memory, and in brain functions, and how stress situations can impact on the emotions and behaviors of older persons.

Learning and Intelligence

Age-related changes in the ability to learn appear to be small, even though sensory perceptions begin to decline with age. Some changes do take place, however. Usually, somewhere between the thirties and fifties, an individual will begin finding it more difficult to learn. The differences, however, are generally caused by other factors — problems with registering new information, controlling the attention span, motivation, general health status — rather than the native ability to learn.

The concept of intelligence, as well as the instruments used to measure it, is usually defined in terms of the abilities and skills most important during youth and early adulthood. For years, it was generally believed that a person's IQ tended to rise through youth and adolescence, reach a plateau in the thirties, and then, after forty, begin a slow decline. But in 1973, the Task Force on Aging of the American Psychological Association found that the facts contradicted this notion.

Intelligence is measured by testing verbal skill, memory, spatial perception and arithmetic abilities. From these measurements, intelligence was found to vary with age in different ways. For example, mental abilities that require speed or that depend on immediate memory will show a greater decline with age than those abilities that are untimed or depend on experience. On the other hand, tests on general information, general verbal ability, and arithmetic operations will frequently show evidence of increased capacity with age from the twenties to the sixties and beyond.

Older persons, however, appear to need more time to process information; they will also take more time than a younger person to make a response. The elderly person will require a greater reaction time to complete a complex task calling for a new response than to complete a familiar task with a simple response. Redundancy of inquiry — the older person's asking a question that has already been asked and answered — is another common symptom of difficulty in processing new information. This, too, causes a slowdown in reaction time, affecting problem-solving ability.

Finally, studies have shown that older adults can become physiologically upset or over-aroused in a learning environment. They are also more reluctant to volunteer answers that could be wrong. This may leave the appearance of cautiousness or conservatism in older adults which should not be mistaken for rigidity or the inability to respond or react.

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Although there is little relationship between a person's intelligence and his memory, the memory is an important part of the learning process. Memory lapses in the elderly, when they occur, tend to be short-term and not long-term. Even with short-term memory, studies show that extrinsic factors, more than the memory itself, may be the reason for short-term memory losses; studies of simple, immediate short-term memory show only slight evidence of decline with age, and perhaps none at all. Among the extrinsic factors that can affect an older person's memory capability are the following:

● Outside interferences, such as extraneous noise, movements of others in and out of the learning situation, simultaneous activities going on, and irrelevant stimuli competing for the elderly person's attention.

● The older person's unwillingness to accept and internalize "new" information which conflicts with his own experiences.

● Information that appears irrelevant, insignificant, or of little value to the person.

● Information that is being presented in an unorganized manner or is not sufficiently impacting the visual and hearing senses.

● Illness, drugs and alcohol.

Motivation, too, is an important part of a person's learning ability. Starting at about age 68, a noticeable decrease in motivation is common; and because of lessened motivation, an older person may be less ready to learn, especially to learn tasks which are not meaningful or appear to be of little value to the person. Older persons, too, may exhibit an emotional detachment from their roles and activities that is not found in younger persons; however, this detachment is not necessarily a sign of lack of interest or motivation.

In short, while there are some learning differences between the young and the old, there is no change in the ability of healthy people to learn up to and beyond the ninth decade of life. There is strong evidence that, as with other capacities, using the mind preserves it. Intellectual decline in old age is largely a myth.

Brain Damage

The brain coordinates and controls the body's physiological processes. It is also the primary source of learning, memory, thinking, perception, attention and comprehension. Extensive brain damage impairs all these functions somewhat.

The most common cause of brain degeneration is aging. However, any significant declines in the brain's functional capacity will not generally occur before the age of 65. Other causes of brain damage are head injuries, intoxicating drugs, infections and disturbances in metabolism, such as diabetic coma. The most common symptoms of brain damage, no matter what the cause, are the following:

1. Disorientation about time, place, or person.

2. A mild to severe memory loss; impairment of immediate recall.

3. Defects of comprehension, difficulty in assimilating new experiences.

4. Weak intellectual ability, simple calculations or simple items of information are incorrectly assessed.

5. Behavior impairment, emotionality, and deterioration ranging from minimal to vegetative existence.

Acute brain disorders are potentially reversible. Recovery can occur, if properly treated. Alcohol and drug intoxication, head injuries, infections, and diseases can cause acute brain disorder. In chronic brain disorders, on the other hand, the brain damage is irreversible and permanent. Brain function will progressively decline. The two most common causes of chronic brain disorder are senile dementia brain change and cerebral arteriosclerosis; but these generally do not occur until after 65 or 70 years of age.

It is appropriate here to say something about the word, senility. The word senility is not longer acceptable to most medical and psychological professions. These professions now recognize that some declines in an older person's learning ability, in his memory or ability to adapt easily to new situations do not affect other healthy parts of the personality. Because people erroneously associated senility symptoms (forgetfulness and confusion) with the aging process, older people were seldom regarded as sick until they became very sick, unlike younger persons with similar symptoms who would be encouraged to seek medical help.

Reactions to Stress and Loss

Mental health is a term used to describe the state of being in which a person is likely to succeed in adapting to stress, trauma, and loss. Failure to adapt at any age can result in physical or emotional illness.

As a person ages he will have to cope with accumulating losses and stresses. A changing marital role, changing family relations, and retirement can profoundly impact on the older person's self-concept, his responsibilities and preoccupations. At the same time, the older person must continue to meet his or her basic needs — a decent place to live, good diet, adequate income, clothing, friendship, and a sense of usefulness. Other changes contribute to the stress load. The loss of spouse and old friends as well as the approach of one's own death all add stress. The increases in violence and crime occurring over the past few years have been a source of much concern to many older persons, particularly those who live in changing city environments.

The stresses and losses of old age are real and inescapable. Preventive measures and direct solutions are not usually available. *Yet most older persons manage to adjust.* The adjustment process, however, is more taxing for an older person because his own energy reserve is diminishing with age. As a result anxiety is a common problem for older persons.

Since the experience of loss is inevitable, grief and depression are common to the aged. Even the anticipation of losses causes internal stresses for the older person. The warning signal of these internal stresses is felt as anxiety. Anxiety is a complicated psychophysiological response. Physiological symptoms which accompany anxiety include: muscular tenseness, restlessness, rapid heart rate, and excessive sweating. These are body signs of preparation for fight or flight. Anxiety in old age may be related not to a specific event but to the more general aspects of growing older. Older adults experience many situations which produce anxiety and not very many situations which would reduce anxiety.

The normal emotional reaction to a loss which actually occurs is grief. Grief involves a clear, conscious recognition of an actual loss. After feeling the initial shock of the loss, there may be recurring periods of crying and waves of sadness. For example, grief from the death of a loved one may be felt from three to twelve months before the loss is resolved and energies are directed to new interests and people. However, if a person's grief is prolonged and gains momentum, it may merge into a depression.

There are unhealthy ways and means to postpone coping with loss. This process is called maladaptation. The most common maladaptive coping techniques to be found among the elderly are to:

● deny the problems exist.

● exhibit anger. Anger, seeking a scapegoat, is often directed at others or the environment.

● withdraw from activities or from people. This may be an escape reaction. Over an extended period of time, it may represent surrender.

● become dependent. The elderly person may feel overly helpless and unable to care for himself.

These maladaptive coping techniques are not considered mental disorders. Generally they are not significantly offensive, harmful or distressing to the individual or to others. However, extended maladaptive behavior increases the possibility that an individual may experience mental disorder.

Generally speaking, mental disorders may be classed as neurotic, psychotic, or schizophrenic. A brief description of these disorders, as they may affect an older person, follows.

Neurotic Disorders. The neurotic experiences internalized fears. In his attempting to hide rather than to abolish unacceptable thoughts, feelings, or urges, a neurosis develops. Of the four types of neurotic disorders, the first type, depressive neurotic disorders, is most common in the aged. The two common symptoms of the depressive neurosis are:

● Hypochondriasis — An abnormal anxiety over one's health. Some older adults will feel ill rather than acknowledge failure. This symptom is more common in women and is quite difficult to change.

● Feelings of fatigue, and abdominal and cardiorespiratory distress.

Many older persons suffer brief depressive periods. Two of the more common causes of a depressive neurotic reaction in old age are: (1) bereavement, especially loss of spouse; and (2) mandatory retirement. If the older adult fails to recover from depression, his entire future can be jeopardized.

Obsessive compulsive neurotic reactions are the second most common in the aged. Thoughts that may be undesirable to the older adult may persist, and as such, may result in compulsive behavior, such as rituals. In many cases, the neurosis will focus on one object or situation and this will then be considered a phobia. These are almost always harmless and are reflected in dress, performance and the rejection and/or abnormal fear of objects, people, or situations.

Psychotic Disorders. A neurotic may build castles in the air, but the psychotic lives in them. Psychosis is a mood disorder. Psychotic disorders are characterized by extensive disorganization of the personality and ineffective (unsuccessful) efforts to adapt. The key element of psychotic disorders is a failure to correctly assess reality. It is in the psychotic disorder where delusions, hallucinations and suicidal tendencies can arise.

Of the three kinds of psychotic disorders, the psychotic depressive deserves special mention. Depression, hopelessness, guilt and delusions are primary symptoms of psychotic depression. When the deepening depression becomes disorienting, the individual may cut himself off from society and contemplate suicide. Some psychotics may have contact with law enforcement officers when they contemplate suicide.

Although the elderly population accounts for only ten percent of the population in this country, 35 percent of all known suicides occur among persons age 65 years and older. The highest incidence rate for suicides is among white males over the age of 75; it is more than seven times that of young adults in their early twenties. In the general population, not more than one in ten succeeds in the first suicide attempt. But persons attempting suicide are more likely to succeed if over 50. It is very rare that anyone over 65 fails in a suicide attempt.

A potential suicide is a depressed individual who needs psychiatric treatment. It may be the responsibility of the law enforcement officer to explain to the individual and/or to relatives that treatment is needed, and to insist that a physician be called to determine whether or not a person needs to be taken to a hospital.

Schizophrenia. Late-life schizophrenia is an attempt to escape from tension and anxiety by abandoning realistic interpersonal relationships and in their place, constructing delusions and hallucinations. A schizophrenic is typically apathetic, seclusive, rejective of social contact, dull and unresponsive. Three forms of schizophrenia are common in old age: paranoid schizophrenia, catatonic schizophrenia, and paraphrenia.

Paranoid schizophrenia can appear in the middle adult years. Delusions of persecution or grandeur and auditory hallucinations are common. The paranoid schizophrenic distrusts everything. By feeling constantly threatened, some paranoids may become dangerous when they attempt to retaliate against "enemies."

The catatonic schizophrenic frequently holds himself in a painful and rigid posture for hours and shows no response to physical discomfort. He does not respond to sound or sight, nor to pressure or pain. While oblivious to all outside stimulation, he is usually preoccupied with hallucinations of whispered voices that threaten him, together with horrible sounds and visions.

Paraphrenia commonly occurs in old age. It is characterized by paranoid delusions and frequent auditory hallucinations. The paraphrenic is typically a single or widowed isolated female; she has few close relatives and a small family. Hearing loss or deafness is quite common. The paraphrenic often believes that she is drugged, or that her body is being assailed. She hears threatening voices, obscenities, and loud noises. She will live a long time and generally does not recover.

Law Enforcement Response

Law enforcement officers cannot be expected to be experts on the psychological aspects of aging. Nevertheless, in the course of their duties, they will be called upon to respond to situations

involving older persons as complainants, as victims, or simply as persons in need of help. In many instances, the police are the first to respond; in some instances, they are the only public agency response to the problem. If the older person is manifesting symptoms of brain damage or of severe emotional distress, the law enforcement officer will be expected to recognize these symptoms and to deal with the older person appropriately.

In this lesson, some suggested appropriate actions are offerred for discussion:

Each law enforcement officer should know well those portions of the state's statutes that define the authority and responsibilities of the law enforcement officer with regard to persons suffering from mental disorders. Individual jurisdictions may also have specific regulations on mental cases, or will have either established policy or informal procedures for the voluntary or involuntary admission of persons to psychiatric facilities. The individual officer needs to be familiar with these regulations and procedures.

Some responsible person within the law enforcement agency — if not the individual officer — must be aware of and maintain a working liaison with those referral agencies within the community that are equipped and trained to deal with older persons who are suffering from brain damage or mental disorders.

Each law enforcement officer must be prepared and willing to make extra efforts to communicate effectively with older persons. This may require additional "listening time" on the officer's part or require the use of visual as well as speaking techniques to present his message clearly. Patience and sensitivity to the older person are especially important.

Summary

The older population is more heterogeneous and is characterized by more individual differences than any other population grouping. This is particularly evident in the study of the psychological aspects of aging. True, as a person ages he can expect an accumulating build-up of losses and stress, occurring at a time when his own physical and mental energies are diminishing and when his economic and other supportive resources may be declining. But the large majority of older persons learn to adapt to these changes. From time to time, however, maladaptation will be encountered among the elderly, as will mental disorders — some of them serious.

By and large, however, the intelligence and the memory of older persons remain healthy and active. Learning new things may be more difficult for the elderly; and response time, so essential in problem-solving situations, may have slowed.

Law enforcement response to older persons manifesting symptoms of brain damage or severe emotional stress requires an understanding of the psychological aspects of aging. In many situations, the officer needs patience and sensitivity to deal appropriately with older persons.

Student Digest

MODULE FOUR

THE OLDER PERSON AS A VOLUNTEER IN LAW ENFORCEMENT

> **MODULE FOUR OBJECTIVE**
>
> To design an approach toward implementing an elderly volunteer program in a law enforcement agency.

Lesson One

ELDERLY VOLUNTEERS IN LAW ENFORCEMENT: ASSESSING THE POTENTIAL

LESSON OBJECTIVE: To provide information on issues that need to be considered in deciding whether a law enforcement agency could benefit from recruiting elderly volunteers.

Instructional Objective 1: List specific advantages an elderly volunteer program can bring to a law enforcement agency.

Instructional Objective 2: List potential problems that may be encountered in elderly volunteer programs.

Instructional Objective 3: List possible law enforcement roles elderly volunteers can assume.

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LESSON ONE
ELDERLY VOLUNTEERS IN LAW ENFORCEMENT: ASSESSING THE POTENTIAL

Introduction

Volunteers have become an integral part of public service in the United States. It's a trend that is rapidly increasing. By 1974, it was found that one out of every four Americans over the age of 13 was volunteering time for some worthwhile project, giving an average of nine hours a week in unpaid service to volunteer work.

This trend may be a result of simple economics. The financial support needed to maintain and improve public services is not keeping pace with the public's desire and demand for these services. In addition, volunteering has provided more and more citizens with the opportunity to participate personally and productively in improving the level and quality of services in their communities.

Law enforcement agencies are beginning to tap this resource of volunteers. They are discovering that when law enforcement officers become capable "managers of community resources," several benefits can accrue to the agency:

● Desired services can be maintained or improved without substantially increasing agency budgets.

● Law enforcement professionals are able to devote more professional time and energy to specialized law enforcement needs.

● Community support increases for police-sponsored programs.

● More officers are afforded new opportunities to develop and use supervisory and administrative skills.

But, there are some potential problems connected with volunteer involvement in law enforcement work. In like manner, there are some special advantages as well as special problem areas that need to be considered if a volunteer program is to include older citizens. These advantages and disadvantages must be weighed by law enforcement administrators before inviting elderly citizens to donate their time and service to law enforcement work.

The Elderly Volunteer: Advantages

Older citizens in the United States constitute a valuable volunteer resource for police agencies. Here are some of the reasons why.

● The elderly are available as volunteers. This is true of most communities in the United States. There are more than 40 million Americans 55 years old or older. That's 20 percent of the total population — one of every five persons — a percentage that is increasing year by year. As a general rule, as persons reach 65 and older, they no longer have the time consuming responsibilities of full-time work or raising a young family. They have time to give, and are available as volunteers.

● The elderly are skilled. At least half of the persons in this "retired" category already have the skills to serve as volunteers, or they can easily be trained to do so.

● The elderly are conscientious. The majority of today's elderly population has retained the work ethic and quality workmanship standards which characterized much of this nation's growth from the 1930's thi ugh the 1960's.

● The elderly are dependable. Volunteer programs throughout the United States have demonstrated the punctuality and dependability of elderly volunteers. Once a reasonable schedule has been worked out, the elderly show up on time; and they stick to a job until it is completed.

● The elderly are experienced. They bring with them a wide range of experience, knowledge, insights, know-how and personal contacts.

● They manifest more of an interest in getting the job done than they do in agency politics or day-to-day bureaucratic practices.

● Some elderly are a community-relations resource. Often, the elderly have personal contacts in business, industry, government, and the local community, developed over their life and work in the area. They are quite capable of forming groups of elderly persons to support law enforcement programs.

● The elderly are sensitive. Elderly citizens often possess a sense of local history — unknown to and sometimes unappreciated by younger professionals. The elderly also, unlike some younger persons, are sensitive to the need for the peace-keeping and law enforcement mission.

● The elderly are advocates. They quickly become enthusiastic supporters of the agency and the people they work for. Often they are able to suggest agency improvements.

Volunteers — Potential Common Problems

Certain problem areas may need consideration to avoid potential pitfalls in the use of volunteers. Some of these problem areas are fairly obvious in any volunteer program. At a minimum, four common problem areas need to be addressed.

One, costs. While volunteers provide time and service without salary, there are costs involved, and they must be identified and included in the agency's budget.

Two, management control. Supervisors may need to learn and apply different management techniques in order to maintain the discipline and performance levels needed to accomplish tasks performed by volunteers.

Three, volunteer-employee relationships. Salaried employees will sometimes look at volunteers as a threat to their professional status or to their job security.

Four, questions of volunteer liability need to be carefully considered.

These are important issues. They cannot be overlooked in reaching the decision whether or not to involve volunteers in law enforcement work.

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Special Problem Areas for Elderly Volunteers

If the volunteers are older persons, other potential problem areas need to be considered.

● Additional costs. Most retired volunteers have to manage on fixed (and often very limited) incomes. Incidental expenses, such as lunch money, public transportation fares, parking fees, mileage for use of personal car, and increase in personal insurance premium necessitated by volunteer work may have to be provided for the elderly volunteers, either from the agency's budget or in cooperation with other service organizations.

● Transportation needs. The elderly are not as mobile as younger volunteers; they often may not have their own cars. Their time of volunteer service may have to be limited to daylight hours and/or transportation provided for them. Consideration can be given to using out-of-service vehicles or scheduling volunteers from the same neighborhood, or reimbursing travel expenses to those volunteers who transport the elderly to and from their volunteer work.

● Physical problems. Some elderly persons work best if there is not a high demand for energy and may have to be matched with jobs equivalent to their energy levels. They might be quite proficient on a four-hour work day, but not so on an eight or ten hour duty. Sight and hearing may not be as acute as in younger persons. Provisions may have to be made in lighting and sound systems, for example, to enable the elderly to function well on the job. Mental sharpness, despite myths and beliefs to the contrary, does not necessarily lessen with age.

● Educational status. Many of our elderly do not possess diplomas and educational certificates often demanded for today's job functions and requirements. Very often, however, their experience and skill levels more than compensate for this "lack of educational status." Those who perceive the elderly as inflexible and "set in their ways" overlook the social, economic and technological changes that have occurred – and the elderly have adapted to – in the last few decades.

● Psychological status. Retired volunteers may be suffering from loss of role and status, and may at first feel and act insecure in volunteer roles. Being needed, wanted, and appreciated is important. Being "successful" at their first volunteer tasks is critical. Support and encouragement, both from paid professionals and peer volunteers, can help elderly volunteers gain confidence in their work.

Examples of Elderly Volunteer Roles

What kinds of services can elderly volunteers provide in a law enforcement agency? Examples abound, even though elderly volunteers in law enforcement work is a relatively new concept.

In Cottage Grove, Oregon, for example, four elderly volunteers successfully completed a formal crime prevention training program. They began surveying households of the elderly, making security recommendations regarding locks, windows, doors and lights, and promoted an Operations Identification program.

In Maricopa County, Arizona, elderly volunteers designed and built a collapsible-type leg constraint for use in transporting prisoners.

In Sun City, Arizona, elderly volunteers operate a Neighborhood Watch Program, provide crime prevention education, assume traffic-control functions at civic and community events, and have completed comprehensive first aid training.

In New York City, fourteen elderly volunteers, each working a four-hour shift, one-day-a-week, assisted police in monitoring radio dispatches, making follow-up telephone calls, and taking and transmitting messages.

Local needs and circumstances will affect whether and to what extent elderly volunteers can assist local law enforcement through such activities as patrol, case investigation, handling evidence, making crime calls and searches, issuing traffic citations, and in crowd, riot and traffic control responsibilities. On the other hand, almost any police department, if it so chooses, can benefit from elderly volunteer support in such activities as:

- Crime data collation and analysis

- Evidence packaging

- Proof-reading and correcting lab reports

- Communications assistance

- Management assistance

- Administrative assistance

- Commerical and residential crime prevention

The specific qualities and skills needed by a volunteer will be determined by the nature and characteristics of the tasks to be performed. The elderly, as a special category of volunteers, will be ideal for performing certain tasks, and not others. The elderly, too, are individuals, not a "class." Some individuals will be able to perform well, others will not — depending upon the job, the volunteer, and the support the volunteer receives.

Summary

Law enforcement agencies today have the option of inviting volunteers — especially elderly volunteers — to share in their service to the community.

They can find in the elderly population of their community persons who are skilled, experienced, dependable, and conscientious; persons who are sympathetic to peace keeping and law enforcement needs, and who are willing to give their time and experience to the police as volunteers.

A volunteer program, though relatively inexpensive, will cost time and money. Elderly volunteers may require additional assistance in covering out-of-pocket expenses and meeting transportation problems.

These are advantages and disadvantages in involving volunteers to share in law enforcement work. Both the advantages and disadvantages of sharing work and service responsibilities with volunteers, especially elderly citizens, need to be calmly and carefully assessed before making a departmental decision to take advantage of this volunteer resource.

Lesson Two

POLICY CONSIDERATIONS REGARDING VOLUNTEER PROGRAMS

LESSON OBJECTIVE: To describe four policy issues that need to be resolved before the actual recruitment of elderly volunteers begins.

Instructional Objective 1: Name, and give examples of, seven cost items to be considered in developing an elderly volunteer program.

Instructional Objective 2: List potential sources of tension for staff that may arise from an elderly volunteer program.

Instructional Objective 3: List administrative changes an elderly volunteer program may require of a law enforcement agency.

Instructional Objective 4: Given the possibility of lawsuits arising from the activity of volunteers, identify the basic things to know in planning liability protection.

LESSON TWO
POLICY CONSIDERATIONS REGARDING VOLUNTEER PROGRAMS

Introduction

Before a law enforcement agency decides to accept elderly volunteers into its organization, four policy-level issues need to be faced and resolved. These policy issues involve agency costs, staff relationships, administrative requirements and liability questions.

Agency Costs

While the benefits of a volunteer program can far outweigh the actual costs of the program, it is important for the agency to estimate accurately what the financial costs will be. Why? It may be necessary for the agency to secure additional funds to operate the program, or to reallocate existing resources from another program to the volunteer program. Moreover, cost savings is one of the often-cited reasons for volunteer program. Only with a sound accounting system can an agency make valid cost comparisons to determine how much the volunteer program is saving the agency.

Some costs are readily identifiable, such as the additional transportation costs the agency may have to assume for its elderly volunteers. Other costs, often overlooked by agency planners, need to be identified and included in the program budget.

A. Personnel. Although volunteers don't receive pay for their work, law enforcement personnel assigned to work with the volunteers do receive salaries. If, for example, an officer is assigned full time to direct and coordinate the volunteer program, his total salary is a program cost. The same is true of other agency paid personnel who give some portion of their time, whether ten percent or fifty percent, to the volunteer program.

B. Fringe. Paid personnel normally receive other benefits — health insurance, retirement or pension benefits, etc. These too are part of the day-to-day expenses of a law enforcement agency. Not only the salaries but also fringe benefit costs need to be computed as part of program costs.

C. Travel. As mentioned earlier, elderly volunteers may require transportation assistance from the agency, taxi fares, for example, or reimbursement to a volunteer for use of a privately-owned automobile for transporting other volunteers to and from their homes.

D. Equipment. An agency may need to acquire new equipment for the volunteer program, tape recorders or slide projectors for example, or improvements in sound system in the work area of elderly volunteers.

E. Supplies. Printed materials, booklets, reporting forms, identification badges, are every-day examples of program costs in this category.

F. Contract. From time to time, the agency may need to obtain and pay for other professional consultants to work on the program — special speakers, evaluation consultants, group training. These, too, are program costs.

G. Other. An example of a program cost in this category would be the expense of additional liability insurance to cover both the agency and the volunteers during their term of service with the agency.

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H. Indirect. In all likelihood, the agency is absorbing other costs, some small and some not so small, that go into making the program go — electricity, heat, water, everything from paper clips to the use of the Xerox machine. Usually an additional 15 percent of the total of the identified direct program costs will cover these costs.

Staff Relationships

Policy-makers should consider the possibility of tensions and resentments cropping up among the agency's paid personnel when volunteers begin to take an active part in agency operations.

The source of these tensions is often to be found in misconceptions about volunteers. In some instances, the causes of tension are real. In most cases, however, tensions and resentments need not arise. They can be averted or reduced; but not if they are ignored.

Here are some potential tension-resentment sources to be considered by policy decision-makers in the law enforcement agency:

● Some professionals have pre-conceptions about volunteers, that they come and go as they please, don't really care about agency needs, and take up too much time of the paid professionals.

● Some paid personnel view volunteers as a threat to their own job security, or as a suggestion that their job performance is not meeting agency expectations.

● On occasion, some professionals may have to surrender some job satisfaction benefits — dealing directly with citizens in need, for example; or they may find volunteer workers being accepted and trusted more quickly by neighbors than they are, even though they are assigned to the beat.

● Elderly volunteers, though they can do more work and learn more quickly than law enforcement professionals may believe, may require special considerations from the paid staff. For example, volunteers may demand interesting or enjoyable tasks, or may need special assistance because of sight or hearing deficiencies.

Administrative Requirements

Policy makers must anticipate and be prepared to make administrative changes in order to enable volunteers to serve effectively in the law enforcement agency.

Some changes are fairly obvious. There will be more people to supervise. More officers will need additional training in order to assume new supervisory responsibilities. Communications within the agency will have to be expanded; constant communication with volunteers is necessary to create a sense of belonging and teamwork.

Other changes in administrative practices will also be required. Scheduling will be more complex since many volunteers will be able to work for only short periods of time or during daylight hours. Scheduling changes, however, will have to be compatible with the level of discipline and performance standards desired by the agency.

Finally, the law enforcement agency will have to prepare itself for role and responsibility changes among its personnel. As volunteers assume tasks formerly performed by paid personnel, the law enforcement professional within the agency will be responsible for performing new roles, such as supervision, on-the-job training and counseling of volunteers.

Problems of Liability

Policy-makers must consider liability possibilities that could arise with volunteers working for the agency. The following examples summarize the three most common risk areas:

1. The agency may be liable to an outside party for an action of a volunteer.

2. The agency may be liable to the volunteer who may be injured while working for the agency.

3. The volunteer may be liable to a third party for injury or damage resulting from the volunteer's activities for the agency.

The question of liability is complex. No model solution can be recommended nationally, since circumstances and laws differ from jurisdiction to jurisdiction. Before accepting volunteers, a law enforcement agency, after consulting legal counsel, should develop a policy and plan to protect the agency and the volunteer from liability suits. Among the resources to be consulted for the purpose of developing liability policy are the following: state statutes, legal counsel, insurance agency, municipal and county charter, general liability or professional liability insurance policies, Workmen's Compensation Act, court decisions, and liability plans in use by other law enforcement agencies.

Summary

Before a law enforcement agency makes a final decision to recruit and involve volunteers in the agency's operation, it should carefully consider four policy-level issues:

1. Although volunteers work free of charge, volunteer programs will cost the agency money to operate.

2. Volunteers could become a source of tension and resentment to paid personnel.

3. With volunteers, the law enforcement agency will have to make administrative changes and initiate new administrative procedures.

4. While the likelihood is remote, liability suits are possible in a volunteer program.

All four of these policy issues are important. The possible problems they represent can be solved. The law enforcement agency should not initiate a volunteer program until each of these considerations have been carefully examined and policy decisions made regarding them.

Lesson Three

AGENCY PLANNING FOR VOLUNTEER PROGRAM

LESSON OBJECTIVE: To delineate the roles and responsibilities of three levels of police staff in preparing for the arrival of the first elderly volunteer.

Instructional Objective 1:   List the responsibilities of the police chief executive and top administrators in preparing for a volunteer program.

Instructional Objective 2:   Identify the role and responsibilities of the coordinator/director of the volunteer program.

Instructional Objective 3:   Identify the role and responsibilities of supervisors, line officers, and civilian employees in preparing to implement the elderly volunteer program.

LESSON THREE
AGENCY PLANNING FOR VOLUNTEER PROGRAM

Introduction

Volunteers need to become an integral part of the law enforcement agency's total operation, or they will not be able to function productively. To insure proper acceptance and integration by the agency, advance planning and preparation need to be done at three levels within the agency: the chief executive and top administrators; the coordinator/director of the volunteer program; and the agency supervisors and line officers with whom the volunteers will work.

Chief Executive and Top Administrators

The first responsibility of the chief executive of the law enforcement agency is to decide whether or not the agency will recruit volunteers. This decision should follow careful consideration of the advantages and disadvantages of a volunteer program, as well as of policy-level questions regarding costs, staff relationships, administrative requirements and liability issues. Major policy decisions regarding the program are to be set at the top administrative level.

The active involvement of the chief executive and top administrators should not cease with that decision. It will also be required during the planning, start-up, and operation of the volunteer program.

Planning policies are set by the chief executive. He should see to it that a two to six month planning period precedes the arrival of the first volunteer. He should recommend to his planners that the agency's first venture into volunteer programming be small in scale, and carefully thought out. Many potential problems can be anticipated and avoided in this way. Once a large program is underway it is much more difficult to root out and eliminate ineffective routines and procedures.

Furthermore, the chief administrators should set guidelines for the program planners. Among recommended guidelines are the following:

● Concentration. The volunteer program should be built on activity concentration; that is, it should focus the services of the first volunteers on those few activities that are most likely to produce measurable results.

● Goals/Objectives. The goals of the volunteer program must be consistent with agency priorities and its overall mission. The volunteer program should have clearly stated objectives, consistent with agency goals.

● Discipline/Flexibility. Planners will have to design flexible volunteer programs, allowing room for change after the program is started. Program flexibility, however, should in no way undermine the discipline, quality standards or performance levels of the agency.

● Evaluation. Volunteer programs, like any other new program, should be continuously evaluated to learn why certain approaches work and others don't. Moreover, with a good evaluation system, volunteer programs (in part because they can be so flexible) may be used as a testing ground for new ideas which, if successful, can be incorporated into the agency's established system.

● Termination. The planning process should insure that, when the time comes, unproductive volunteer activities can be terminated without injuring the total program.

After the program planning stage, comes program start-up — the time when volunteers actually begin donating their time and services to the law enforcement agency.

The chief law enforcement administrator, in authorizing the actual start-up of a volunteer program, will need to make at least three decisions:

1. The chief executive should appoint a coordinator/director of the volunteer program, a full-time position if 30-50 volunteers or more will participate in agency work.

2. The chief executive should review and approve the goals and stated objectives of the volunteer program, preferably after involving others in the agency and citizen volunteers in a goal-setting process.

3. The chief executive should make certain that all divisions in the law enforcement agency allocate adequate time and support for the volunteer program.

Once a volunteer program is underway, the top law enforcement administration should continue to communicate support for the volunteer program through public statements, memoranda of authorization, etc. From time to time, top administration must be prepared to render prompt decisions on policy questions that may arise, such questions as to whom volunteers are to report or who shall be held responsible when tasks are not performed properly.

Coordinator/Director of the Volunteer Program

A volunteer program must be the major responsibility, if not the sole responsibility, of the person assigned to supervise the program.

The responsibilities of the coordinator/director of the volunteer program in a law enforcement agency can be summarized under six major activity areas.

1. The coordinator/director sees to it that the volunteer program flows out of the planning process, emphasizing that the first stages of a volunteer program begin on a small scale.

2. Working closely and cooperatively with others within the law enforcement agency, the coordinator/director identifies those tasks and activities in the agency that can be performed by volunteers, conscious of the special skills that elderly volunteers can bring to the agency. This responsibility is completed with the writing of job descriptions for each task for which elderly volunteers will be recruited. (See job descriptions at end of this lesson.)

3. The coordinator/director then surveys the community for potential volunteers, contacting such resources as senior citizen centers, churches, labor unions, local units and chapters of the National Retired Teachers Association and American Association of Retired Persons, the Retired Senior Volunteer Program (RSVP) and the local Voluntary Action Center.

4. The coordinator/director needs to establish a record keeping system so that program time and costs — both of volunteers and paid staff — can be monitored and evaluated periodically.

5. The coordinator/director will also have budgeting duties, with the responsibility of drawing up a budget reflecting total projected costs of the volunteer program as well as monitoring actual program expenses.

6. Lastly, the coordinator/director of the volunteer program will develop and supervise volunteer orientation and training efforts. Orientation and training should apply to the paid staff working with volunteers as well as to volunteers themselves — taking into account the special needs of older volunteers for informal approaches and for training geared to their learning pace.

Supervisors, Line Officers, Civilian Employees

Acceptance of and participation in the volunteer program on the part of front line law enforcement staff is crucial to an effective program.

Police regulars, as well as law enforcement supervisors and civilian employees, should be encouraged to participate in the planning process. They can assist in the planning by identifying unmet needs in their work — needs that can be met by volunteer workers.

Once a volunteer program is underway in the law enforcement agency, paid personnel may find that adjustments in their own work schedule and in their responsibilities will be necessary. New training and skills development may be called for. They may also have to take time from other duties to counsel or provide on-the-job training for volunteers.

Without the agency's paid staff's willingness to change and grow with a volunteer program, however, the program will not function efficiently or effectively.

Summary

For a volunteer program to succeed, teamwork is required at all levels in the law enforcement agency. This is especially true for the chief executive and top law enforcement administrators, who must set policy and provide constant support for the program; it is true also for the coordinator/director, who provides focus and program coordination; it is true, finally, for the front-line staff, without whose cooperative acceptance volunteers cannot perform effectively.

This kind of agency teamwork requires time as well as interest. In all likelihood, a volunteer program will cost the agency more in time than it does in money; and, as it proves its effectiveness and expands, it will cost even more in time. However, time spent by an agency in a volunteer program is an investment. Professional time invested in volunteers can have a multiplier effect — producing in the long run many more service hours through volunteers than could ever be provided by the professional alone.

Job Description For A Volunteer: A Sample

It could specify the following:

1. The objectives of the job, major responsibilities and qualifications
2. The time it will require
3. The lines of accountability
4. Relationships with others, both staff and volunteers (when applicable)

Position: Senior Citizen Communications Monitor and Program Aide

Objectives:

1. To provide monitoring for civilian patrols who communicate with the Precinct Civilian Patrol Desk by Civilian Band Radio.
2. To provide support services for the crime prevention and community relations programs operated from Precinct headquarters.

Major Responsibilities:

1. Answer, take messages, and communicate on telephone and Civilian Band Radio.
2. Do general office work such as filing, typing forms, and operating office machines.
3. Serve as receptionist for the Precinct Community Relations and Crime Prevention Specialists.
4. Aid in the operation of selected Police - Community Programs, such as - but not limited to - Operation Identification, Bicycle Registration, Block Watches, Information Bulletins (Crime Prevention), Visual Inspection Program.
5. Disseminate information to senior citizens and assist them through referral.

Responsible to: Crime Prevention Specialist

Time Required: The minimum participation will be four hours, one day per week.

Qualifications: Possesses communication skills. Can do general office work and be taught to operate office machines. Is able to fill out police forms and reports. Is not incapacitated through poor sight or hearing, and has adequate diction and speaking ability to communicate over the telephone.

Lesson Four

RECRUITMENT, SELECTION AND
PLACEMENT OF ELDERLY VOLUNTEERS

LESSON OBJECTIVE: To review general principles and a seven step method of recruiting, selecting and placing elderly volunteers.

*Instructional
Objective 1:*   List general principles for recruiting, selecting, and placing elderly volunteers.

*Instructional
Objective 2:*   Name and explain seven steps in recruiting, selecting, and placing elderly volunteers.

LESSON FOUR
RECRUITMENT, SELECTION AND PLACEMENT OF ELDERLY VOLUNTEERS

Introduction

The recruitment, selection and placement of volunteers is an important phase of a volunteer program. It should be an on-going activity in a law enforcement agency that is utilizing volunteer resources.

Once a productive and satisfying volunteer program is operational, law enforcement agency officials will discover that the volunteers themselves become invaluable recruiters of other volunteers for the program. Nevertheless, as a law enforcement agency ventures for the first time into the volunteer field, its procedures for recruiting, selecting and placing volunteers are particularly important.

General Principles

Several considerations, regarding the recruitment, selection and placement of volunteers, should govern agency practices in this area, especially if the volunteers are elderly persons.

First of all, the law enforcement agency should draw upon outside resources — individuals and groups who regularly deal with the elderly on a face-to-face basis — for help in attracting and selecting volunteers for the program.

Secondly, a variety of specific assignments should be identified within the agency prior to any recruitment effort. As a result, elderly volunteers can be assured that they will be accepted and made to feel wanted by the law enforcement staff with whom they will work.

Several other considerations are also recommended for dealing with elderly volunteers. A tour of the law enforcement agency could be provided so that the older person can understand its operation and needs before being asked to make a commitment to the agency. Agency scheduling should aim at forming groups of older volunteers who can work together on the same days and at the same times. Assignments should be specific, for certain tasks for a certain period of time, not to exceed one year. Assignments then can be renewed or terminated by mutual agreement.

Finally, the recruitment and selection process should result in volunteer placement in the agency as quickly as possible to capitalize on the initial interest and enthusiasm of the volunteer. Recruitment, selection and placement is not a one-time process. It should be continuous, designed to maintain a high level of participation by volunteers in agency services.

It is recommended that these considerations underlie whatever approach the law enforcement agency takes to recruiting, selecting and placing elderly volunteers. They clearly apply to the following seven-step process.

● Step One: Contact Resource Agencies. Several months before volunteers are to be selected and assigned agency tasks, the coordinator/director should write to those agencies, groups and individuals who come into frequent face-to-face contact with elderly persons, informing them that the law enforcement agency will be recruiting elderly persons for volunteer roles. The letter should describe generally the kind of volunteer service desired, and request the names of elderly persons who might serve as volunteers.

● Step Two: Contact Recommended Candidates. The coordinator/director should write a letter to each person recommended as a potential volunteer, inviting the person to an orientation meeting for a public discussion of the program.

● Step Three: Sponsor Orientation — Information Meeting. At an orientation and public information meeting, sponsored by the law enforcement agency, the volunteer program is explained, preferably by a uniformed officer. The meeting's agenda should allow ample time for questions and answers. At the end of the meeting, those interested in serving in the volunteer program should receive an information and qualifications sheet, detailing each volunteer opportunity available in the agency. Prospective volunteers should be given a definite time limit for filling out and returning the sheet, indicating their assignment preferences. ·

● Step Four: Receive Formal Applications for Service. The return of the information and qualifications sheet by the prospective volunteers should be considered as their formal application for service. (A letter should be sent to those who fail to respond by the deadline, asking whether they are still interested in serving as volunteers and informing them there may be other opportunities in the future.)

● Step Five: Interview Volunteer Candidates. Those who formally apply as volunteers are invited in for an interview by the coordinator/director of the volunteer program. The interview process normally follows a three-stage procedure, as outlined in the following paragraphs.

A. The interviewer can use the "Profile of a Volunteer" chart as a tool for pre-interview preparation (see Chart I on the following page). On this chart, the desired quality levels of a volunteer can be rated and a "quality-profile" plotted for each volunteer position. In order to utilize this quality-profile chart as an effective interviewing tool, however, the interviewers must: (1) analyze the written job description for the volunteer position; (2) adjust the qualities of the profile to reflect position needs; and (3) adjust the rating score for each quality, consistent with position requirements.

B. The one who does the interviewing for the law enforcement agency should be a person who accepts people as they are, can converse easily with a stranger, and can explain matters in simple terms. More importantly, the interviewer should have the ability to listen attentively and hear accurately, and at the same time, be able to guide the conversation without sacrificing sensitivity or purpose.

The interviewer, of course, should be familiar with the volunteer program. He or she should be able to observe other people's reactions and personality traits and to recognize individual strengths and potential.

Suggested Profile of Volunteer

-SCORE-

Attribute	Value
Sense of Responsibility	35
Wants to see results	15
Opportunity for self expression	30
Ability to motivate others	50
Availability on demand	30
Does not require close supervision	15
Enjoys being responsible to others	60
Desire to help others	80
Works well with ideas	35
Works well with people	50
Works well independently	60
Works well as team member	40
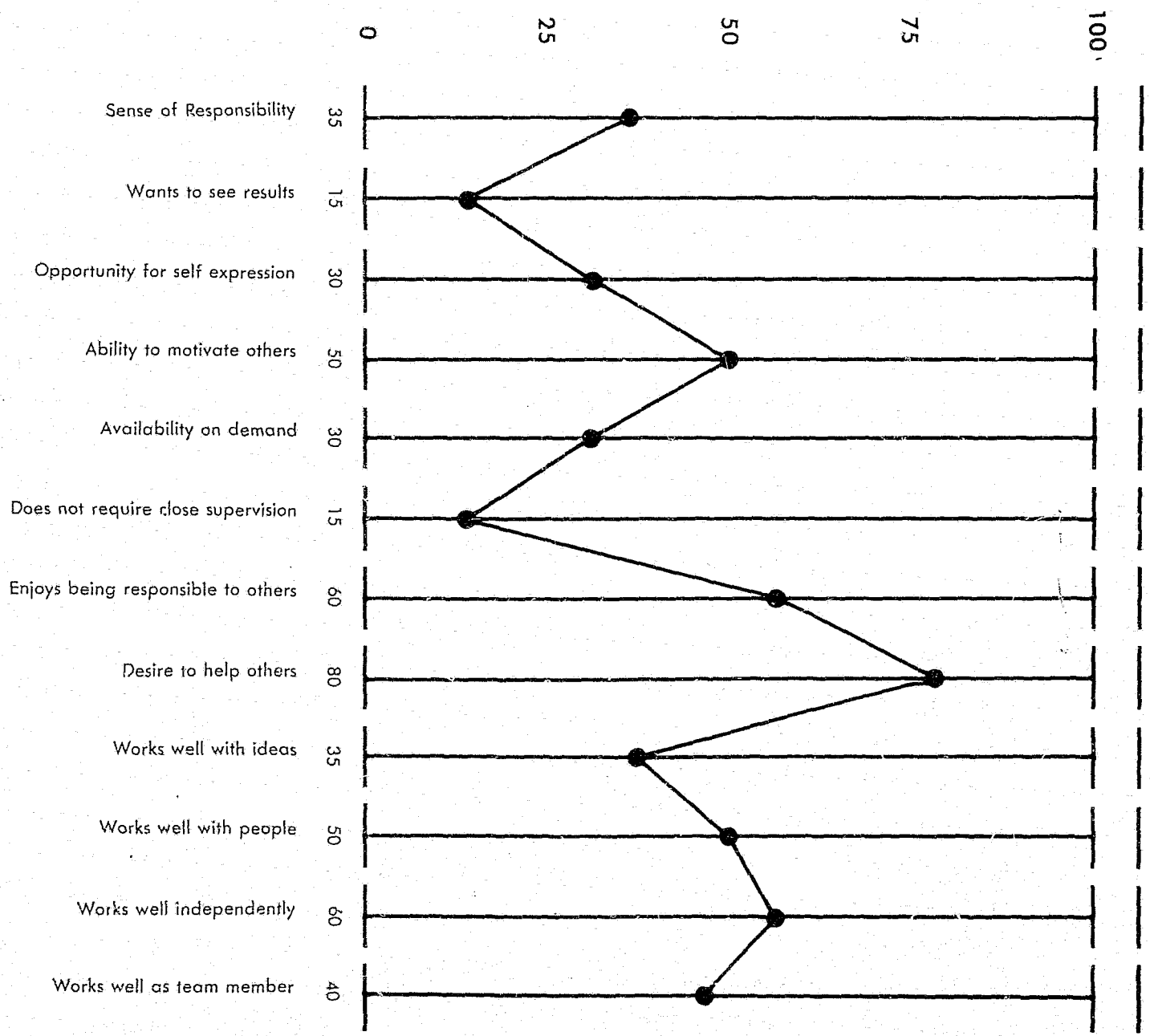
The interviewer should show sensitivity to the comfort and physical needs of the elderly. This may be a simple matter of arranging seating close enough for easy hearing, or shutting out outside noises as much as possible, or making certain the elderly person does not have to face a bright light or the glare that might come in from a window.

C. After the interview, the interviewer again uses the "Profile of a Volunteer" Chart, this time ranking his own impressions of the person interviewed — comparing the person with the desired volunteer profile. An "Interview Chart," which outlines the characteristics, traits and values expected of a volunteer in police work (see Chart II on the following page), can also be used.

● Step Six: Pre-Service Training. If the person successfully completes the interview session, the volunteer candidate should be placed in a pre-service training situation. (The coordinator/director should remember the need to complete the selection-placement as rapidly as possible. He should realize, too, that some kind of pre-training, depending on the requirements of the task, is part of the selection process.)

After the pre-training experience, a follow-up interview takes place, with the trainer completing the "Interview Chart." If, based on the interview ratings and the pre-training experience, the candidate is accepted as a volunteer, the placement process is complete.

● Step Seven: Referral of Unaccepted Candidates. It is recommended that the coordinator/director maintain a reciprocal arrangement with other groups in which older volunteers work. If an older volunteer is found to be unacceptable for law enforcement work, the person can then be referred to another volunteer group. (The Retired Senior Volunteer Program (RSVP) specializes in placing retired volunteers.)

Summary

A recruitment, selection and placement process is needed both at the beginning of a volunteer program and after it is underway to keep programs from stagnating from lack of adequate personnel. The process may follow the seven-step approach described in this lesson, or some other systematic approach. The law enforcement agency should see to it that the process engages other community resources in the recruitment effort; that specific tasks and jobs are available for volunteers in the agency; and that placement on the job should quickly follow the recruitment-selection process to capitalize on the volunteer's enthusiasm at its height.

Name: _____

Interviewer: _____

INTERVIEW CHART

Date: _____

INITIAL INTERVIEW (--) (-) ( ) (+) (++)	PERSONAL CHARACTERISTICS	FOLLOW-UP (--) (-) ( ) (+) (++)
_____	Is resourceful	_____
_____	Is independent	_____
_____	Tolerates ambiguity	_____
_____	Is perceptive, insightful	_____
_____	Tolerates stress	_____
_____	Is analytical, orderly	_____
_____	Is persistent, resourceful	_____
_____	Learns easily	_____
_____	Is critical	_____
_____	Tolerates criticism	_____
_____	Is calm, easy going	_____
_____	Has sense of feasibility	_____
_____	Likes record keeping	_____
_____	Reaches decisions easily	_____
_____	Accepts established policy	_____
_____	Likes being part of team	_____
_____	Accepts new ideas	_____
_____	Has sense of humor	_____
_____	Makes good first impression	_____
_____	Is dependable	_____
_____	Is prudent in behavior	_____
_____	Is self-confident	_____
_____	Has adequate verbal skill	_____
_____	Has adequate writing skill	_____

PERSONAL RELATIONS

_____	Relates easily to peers	_____
_____	Relates easily to other classes	_____
_____	Forms social relations easily	_____
_____	Adjusts easily to different situations	_____
_____	Is concerned for others	_____
_____	Is tolerant of others	_____
_____	Is discerning about others' intentions	_____
_____	Has realistic expectations	_____
_____	Inspires respect for self	_____
_____	Inspires trustful relationships	_____

PERSONAL VALUES

_____	Finds satisfaction in job well done	_____
_____	Has strong sense of fair play	_____
_____	Is loyal	_____
_____	Avoids procrastination	_____
_____	Is independent thinker	_____
_____	Has zest for life	_____
_____	Has mature, realistic outlook	_____
_____	Is religious, but tolerant	_____

OVERALL

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Lesson Five

SUPPORTING AND TRAINING ELDERLY VOLUNTEERS

LESSON OBJECTIVE: To design a support system and an on-going training process for elderly volunteers.

Instructional Objective 1:   List the elements of a support system for elderly volunteers in law enforcement.

Instructional Objective 2:   Describe the parts of an on-going training system.

LESSON FIVE
SUPPORTING AND TRAINING ELDERLY VOLUNTEERS

Introduction

Maintaining effectiveness in the work of elderly volunteers is important. That is why a law enforcement agency needs to design and maintain a support and training system for volunteers. The support system, as well as volunteer training, begins before the volunteer starts on the job and continues through the period of volunteer service.

Elements of a Support System

The volunteer support system can be simply described as the climate of acceptance and cooperation that exists in the law enforcement agency toward elderly volunteers and the working conditions it provides for the volunteer. The support system does not create a productive volunteer, but lack of it "demotivates" a volunteer and exercises a negative impact on job satisfaction and productivity.

A variety of elements make up a support system for elderly volunteers. Among the more important are the following seven elements.

1. *Peer Support.* Elderly volunteers enjoy working with other persons of the same age. Therefore, team approaches, cooperative projects, and even social events for the elderly — in a word, whatever builds possibilities for peer support — are confidence-builders and should be sought after. Volunteers supporting other volunteers have a multiplier effect in terms of volunteer job satisfaction and productivity.

2. *Satisfying Physical Needs.* If simple physical needs and comforts are neglected, morale and productivity will suffer. Providing elderly volunteers with transportation assistance, hot meals, coffee, a time and place to relax and socialize, and out-of-pocket expenses, are examples of the special considerations needed to meet the physical needs of elderly volunteers.

3. *Satisfying Security Needs.* Elderly persons often suffer from a loss of role and status as they reach retirement age. This sometimes results in fears and insecurity about taking on new responsibilities. They fear making mistakes; they fear the unknown. The agency should be aware of this situation. Through a careful orientation process and sensitivity on the part of the paid professionals, the agency can alleviate most of these fears and insecurities.

4. *Appreciation and Sense of Accomplishment.* Volunteers don't take pay for their services, but they should be rewarded for their work. Signs of appreciation — a swearing-in ceremony, identification badges, letters or certificates of appreciation, an honor roll, and recognition banquets — are a few examples of how volunteers can be rewarded through public recognition for their work.

5. *Effective Feedback.* Volunteers need to honestly know how they are doing in their work. They also need the opportunity to communicate to their supervisors their recommendations for improving the volunteer program. Regularly scheduled review periods, during which both the supervisor and the volunteer can openly express their opinions, will allow potential conflicts to be recognized and will provide the volunteer with individualized evaluation and self-improvement recommendations.

6. *New Skills Development.* Elderly volunteers tend to select initial assignments in which they feel most comfortable. In reality, they may be capable of doing much more. Supervisors should be on the watch for new skills potential in volunteers. Advancement possibilities within the volunteer program creates an environment in which volunteers become more productive because they are constantly stimulated to utilize new skills.

7. *Staff Support.* Personal relationships between the volunteers and the paid staff need careful attention. Volunteers themselves are basically people who care; otherwise, they would not be offering their personal services. In return, they expect personal care and concern from their organizers and supervisors. Even so small a thing as a friendly "hello" between paid staff and volunteers becomes an important part of the fabric of an effective support system for volunteers.

An On-going Training System

More often than not, training of the elderly volunteer should be informal and personal. It should also be continuous, beginning with pre-service training and constantly adapted as the volunteer progresses within the law enforcement agency. A training system for elderly volunteers can be a five-stage process.

1. *Pre-Service Training.* Pre-service training is really a part of the selection and placement process and enables the volunteer, as well as the agency, to take a look at himself, his skills, and the agency jobs that need to be done. Pre-service training can be informal and is primarily a setting-the-stage for later service. It can include the following activities: a tour of the law enforcement agency with informal chats with paid staff and other volunteers; observation of staff at work on tasks the volunteer will assume; group meetings with other volunteers and a representative of the law enforcement agency; and, pre-service practice on certain agency assignments.

2. *Start-up Training.* Another word for start-up training is how-to-do-it training. It can be provided in a number of ways; the supervisor, a trainer or an experienced volunteer can pair up with the new volunteer, actually going through the steps involved in the assignment — then reviewing the day's activities, questions and problems with the new volunteer at the end of the day. Start-up training is a process of creatively assisting new volunteers to resolve immediate problems that arise on the job until they have gained enough experience to function well on their own.

3. *Maintenance-of-effort Training.* The purpose of maintenance-of-effort training is to help volunteers increase job skills and keep them from acquiring bad work habits. Meetings of volunteers themselves, or meetings with paid staff or outside resources, can be scheduled to discuss ideas and recommendations for improving job performance. From time to time volunteers might be given the opportunity to hear special speakers or to participate in continuing education programs in the community.

4. *Periodic Review and Feedback Training.* Periodic review and feedback meetings should be held regularly, perhaps at three-month intervals, between the supervisor and the volunteer. An individual work plan, based on the written job description, is an ideal instrument for review and evaluation. This process provides volunteers with a regular assessment of how they are doing. It becomes an important occasion for the supervisor to instruct or to impress upon the volunteer the requirements of individual assignments. In addition, this periodic review and evaluation process offers other benefits such as:

● Reinforcing the volunteer in tasks being done well

● Suggesting the need for redesign of present assignments or the creation of new ones as the result of volunteer performance

● Indicating the need for terminating or transferring the volunteer, or preparing a volunteer for higher responsibility

5. *Transition Training.* Very often, volunteers who perform well at one level of service can perform equally well with higher responsibilities. Transition training prepares a volunteer for a new responsibility while he or she is at work on a current assignment.

Summary

The maintenance of an effective volunteer program requires that a law enforcement agency provide a support system and on-going training for its volunteers. The support system will increase job satisfaction and help maintain high performance levels. The training program will improve the skills and service capabilities of the volunteers who are participating in the law enforcement mission.

Student Digest

MODULE FIVE

HOW TO COMMUNICATE WITH
OLDER PERSONS

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MODULE FIVE OBJECTIVE

To tell how communication skills can be used
with older persons in crime-related and non-
crime situations and in programming.
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Lesson One

COMMUNICATIONS WITH OLDER PERSONS
IN CRIME-RELATED AND NON-CRIME
SITUATIONS

LESSON OBJECTIVE: To specify how basic verbal and non-verbal communication skills can be helpful in crime-related and non-crime situations involving the elderly.

Instructional Objective 1:   To identify and use effectively the positive components of eye contact, posture, gestures, touch, personal space, and vocal characteristics.

Instructional Objective 2:   To identify and use effectively the positive components of verbal communication.

Instructional Objective 3:   To give an explanation of communication skills and techniques for crime-related and non-crime situations that involve older persons.

LESSON ONE
COMMUNICATIONS WITH OLDER PERSONS
IN CRIME-RELATED AND NON-CRIME SITUATIONS

Introduction

Communication difficulties can arise between a law enforcement officer and an older person because of sensory perception, physiological and psychological changes that accompany the aging process. These changes make it necessary for the law enforcement officer to use different techniques in order to communicate effectively with an older person in non-crime as well as crime-related situations.

Recognizing and appreciating the other person's point of view is the first step, and perhaps the most fundamental step, for effective person-to-person communication. The law enforcement officer's acceptance of an older person's point of view is particularly important. The officer may be one of only a few human contacts the older person has. The contact can also be personally significant to older persons who are often ignored and no longer listened to. In this lesson, particular emphasis has been placed on communication skills — both non-verbal and verbal — for working more effectively with an older person.

Non-Verbal Communication

In our culture, person to person communication relies heavily on words, whether spoken or written. As a result, non-verbal communication is often overlooked or underestimated. It is important to recognize the impact that non-verbal messages can have on effective communications. These non-verbal messages are constantly projecting clues to another person, giving the impression that the speaker is, or is not, interested, concerned, caring, and competent.

When communicating with an older person, the following non-verbal communication skills are particularly important: eye contact, posture, gestures, touch, and voice characteristics.

Eye Contact. It is essential to establish and maintain periodic eye contact with an older person. Comfortable eye contact communicates an interest in the person as well as the desire to be understood. Eye contact is important in another sense as well. By really seeing and observing the older person's own non-verbal messages, you may discover that he or she is not able to see very well or that the person is incomfortable, or ill at ease.

Posture. Your posture is particularly important with respect to older people. Often it will be necessary to position yourself directly in front of an older person so you can be seen, heard and understood.

Gestures. Gestures, when coupled with verbal responses, will help get your message across more clearly. A gesture may be as simple an action as pointing to the object you are talking about. On the other hand, a nervous gesture, such as foot-shaking or playing with a pencil, may indicate to an older person that you are uncomfortable in his or her presence.

Touch. An older person may need to touch you, or hold your arm or hand. Touching may be particularly important for the elderly who may have fewer personal contacts as they grow older. Some situations will require that the law enforcement officer physically touch the older person, in order to get attention and also in order to reassure or comfort the person.
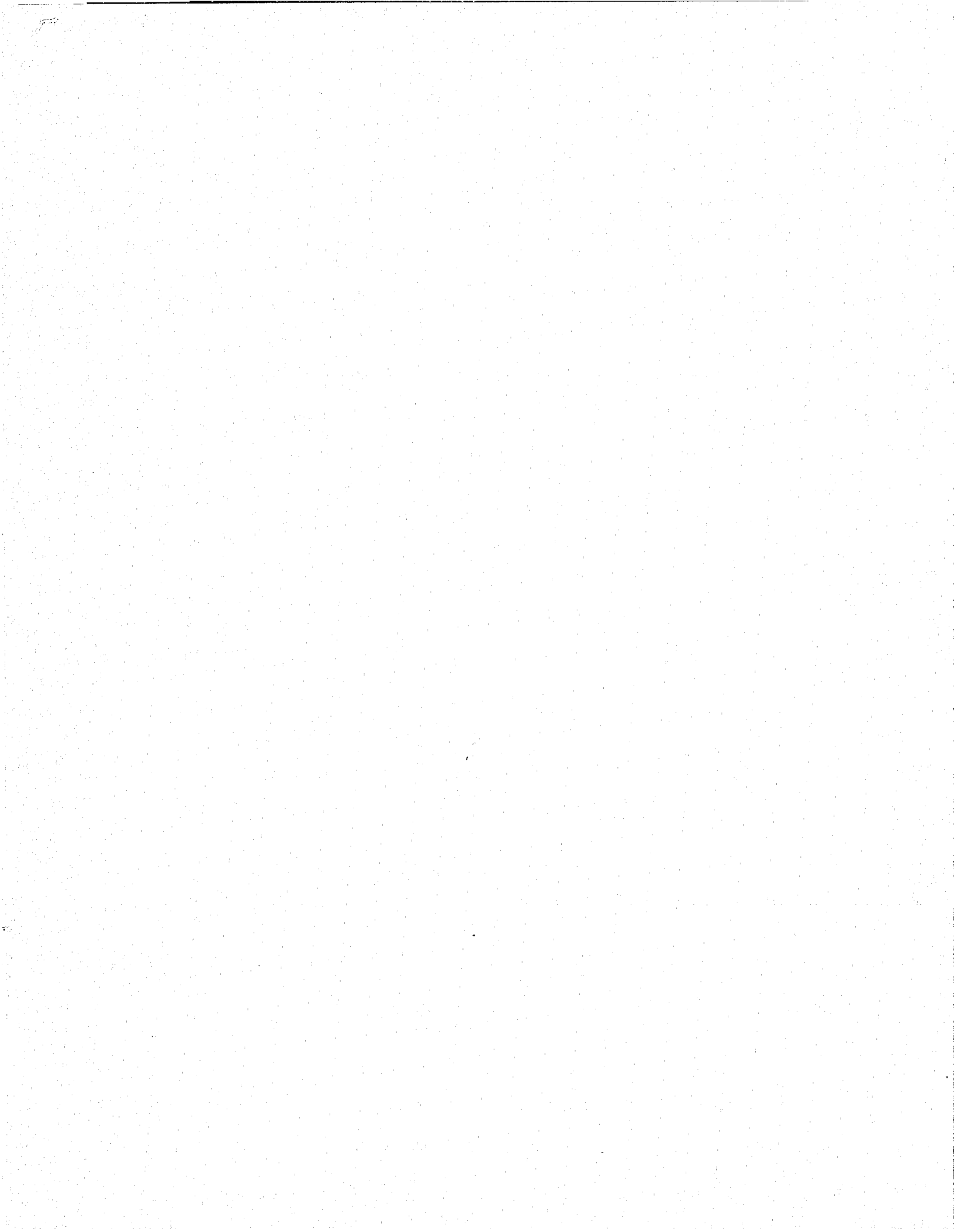
CONTINUED

Personal Space. Americans generally do not like to touch or stand close to others except in very intimate encounters. In working with the elderly, however, a law enforcement officer must be willing to alter his attitudes about standing close and about touching. To communicate effectively with an older person with impaired sight and/or hearing, it may be necessary to stand very close to the person.

Vocal Characteristics. How the voice is used can create non-verbal communication problems, since it is not uncommon for an older person to have a hearing difficulty. If a law enforcement officer, trying to compensate for the hearing difficulty, begins to shout or to pace his words too slowly or in an exaggerated monotone, the listener can feel uncomfortable, talked down to, or feel scolded. Skillful communication in this instance generally calls for speaking clearly and comfortably in a lower voice tone.

Verbal Communication

There are also several verbal communication techniques that a law enforcement officer can employ to make certain he understands what an older person is trying to say. These techniques will be discussed under four headings: mirror response, paraphrasing, open-ended question, and feeling response.

Mirror Response. The law enforcement officer can repeat, or mirror back, to the older person what the person just said. If this technique is overused, however, it can cause the conversation to become very repetitive. Nevertheless, there are instances when the technique must be used. One example would be an older victim giving a precise description of a suspect. The mirror technique is very simple, as the following example illustrates:

Older Person: "My social security check should have come in the mail today."

Listener: "You're saying that your social security check should have come in the mail today."

Paraphrasing. The purpose of checking out what you heard to see if it is accurate is still the goal of this technique, but the listener now uses his own words to repeat the gist of what was said, as the following example illustrates:

Older Person: "My social security check should have come in the mail today."

Listener: "Your money hasn't come yet?"

Open-ended Question. An open-ended question is one which cannot be answered with a simple "yes" or "no." An open-ended question encourages the older person to talk more freely or take the conversation in any direction he chooses, rather than to be led by the law enforcement officer. This technique is helpful for eliciting additional information and feelings. Examples of words that begin open-ended questions are "What," "How," "Why," and "Where." Examples of open-ended questions are "How did it happen?" and "What did the person look like?"

Feeling Response. A person can state clearly what is on his mind, without being clear how he feels about it. He may be angry, resentful, embarrassed, confused, or amused; his feelings may be directed toward whatever he is talking about, or they may be reflecting how he

feels in the present situation — his feelings toward you, the law enforcement officer. The law enforcement officer may need to use a feeling response technique to identify these feelings, to help verbalize them, and to determine what they are related to. He may begin the feeling response with a tentative statement like: "It sounds like you are . . . " or "I think I hear you saying. . . ".

It should also be noted that verbal communication can be hampered from time to time by semantic difficulties. Some words which law enforcement officers use regularly are technical terms, unfamiliar to the general public and to most older persons. There are also many words in everyday conversation that are relatively new, coming from technical innovations over the last few decades, or words that have changed meaning with time. A law enforcement officer must be attentive to his choice of words and be alert for non-verbal cues from his older listener which may signal misunderstanding, lack of understanding, or confusion.

By using these verbal communication skills with an older person, the law enforcement officer will discover the importance of "small talk." Small talk, a reliable technique for establishing good rapport with an older person, is a ten-to-fifteen minute conversation wherein the officer sincerely asks something about the older adult's personal life. The topic he chooses can be based on observation of objects or persons in the older adult's surroundings, such as a photograph or an antique. The older person must then be allowed sufficient time to respond, or the officer's sincerity in asking the question will be doubted. Small talk can be used to dissipate feelings of strangeness or mistrust on the part of an older person toward a law enforcement officer.

Crime-Related And Non-Crime Situations

The crime-related situations in which a law enforcement officer may have to deal with an older person are usually these: the older person as a criminal offender, as a crime victim, or as a witness to a crime.

Older Person as Offenders. The least frequent situation for coming into contact with an older person is as a criminal offender. How should a law enforcement officer conduct himself when dealing with an older person who is a criminal offender? Four points are worth special consideration:

1. Don't stereotype the older offender as a vagrant or a dirty old man. Sex offenses — and others like fraud and embezzlement — have received the most attention from criminologists simply because they have usually written about older offenders who have been given prison terms.

2. Realize that older offenders are generally apprehended for the same offenses as offenders of other age groups. Except for their age, they are not really very different.

3. Understand that any of the following situations may be influencing the deviant behavior:

● Loss. The inability to adjust to a loss, whether real or imagined, can lead to deviant behavior. Bereavement, for example, may lead to excessive drinking in later life.

● Health Problems. For example, in a case of disorderly conduct the suspect may have recently undergone an operation or recently absorbed a psychological shock of some kind.

● Restraint. There are many physical and social restraints on the lives and activities of older persons. Society's negative attitudes toward sexuality in the older person may have driven a suspect to commit some form of sex offense.

4. Realize that the older people must adapt to the stresses and losses that are part of aging. They may be acting out some form of social delinquency to compensate for unmet needs arising from these changes.

The Older Person as a Crime Victim. The number of all victims who report crime is quite low. Studies have confirmed that this is true among older age groups as well. Reasons older persons give for not reporting crimes include: (1) the police could not do anything about it; (2) the incident was too trivial to report to the police; or (3) fear of reprisal, as indicated by the following quote of an older person: "The likelihood of the offender being sent to jail is negligible and you will have to face him on the streets. Even if the offender is sent to jail, his friends will get even with you."

Older persons are most frequently victimized in crimes involving strong-arm robbery, purse snatch, pickpocketing, residential burglary and fraud. Residential burglary, which is related to locale and opportunity rather than to age, can also have a serious impact on the older victim; the person feels a sense of invasion, threatened, alone, isolated and often quite helpless. Victims of fraudulent schemes and swindles will react differently than victims of other crimes. This is particularly true of elderly victims of fraud. Older fraud victims fear the ridicule of other persons, and suffer shame and embarrassment in addition to financial loss.

Dealing with an elderly victim of a crime requires sensitivity as well as efficiency. Even though the officer responds promptly, courteously and efficiently, he may be providing impersonal and unsatisfactory service from an older person's point of view. Often an efficient officer is viewed as too impersonal and too indifferent to the victim's plight. This complaint occurs more often in crimes against property as opposed to crimes against the person. Moreover, the preliminary investigator should be honest as well as sensitive to the victim; when the probabilities of recovering stolen property are remote, for example, the investigator should be candid with an older victim.

The Older Person as a Crime Witness. Interviewing the older witness requires skill and patience. Admittedly, the law enforcement officer's attitude toward the older witness will affect his ability to use effective interview techniques. Although some older witnesses will be ineffective, owing to severe physical impairments, older persons generally may be classed as very effective witnesses. Older persons are often keenly aware of other age levels, for example. They exercise mature judgment and have the leisure for observation and devoting full attention to the matter.

When approaching an older witness, the officer should first identify himself and his department. He should simply explain his role and responsibilities to older persons, many of whom have probably had more contact with "television cops" than real law enforcement officers. The most reliable technique for establishing quick rapport is small talk. With small talk, the officer can win a high level of confidence and trust; he can also use small talk to evaluate the reliability of the witness as a source of information

If writing his report during the interview, the officer may find that the older witness becomes more interested in watching what is being written than in relating the facts. Or, the older witness may become hesitant to divulge information if everything he says is being written

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down. By listening first and then writing the report, the officer can circumvent these problems. The law enforcement officer should also be aware that an older person may not remember all the things he wishes to say during the interview. Or, he may be sensitive about vision and hearing difficulties and want to avoid this disclosure; he may even be embarrassed by his own confusion. It is important that the older person feels that the officer really wants additional information. Basic communication skills, especially feeling responses, are good for breaking these barriers. Saying, for example, "I know how confusing the experience must have been," can encourage continued communication.

In addition to crime-related encounters, there are many non-crime situations wherein law enforcement officers encounter the elderly. The more common situations are typified in the following examples: the chronic caller, the older driver, the wandering older adult, and family problems.

Chronic Caller. Many times older persons will telephone the police department. They may have imaginary problems, or may be lonely and just want to talk to someone. Chronic complainers may call frequently about problems with children in their neighborhood. Some assistance in dealing with chronic callers can be obtained by establishing working relationships with social service agencies, or by arranging visits from volunteers. However, care should be taken not to treat "chronic calls" too lightly. On occasion, the problem is real and serious, and may require police response.

Older Driver. Older drivers generally have had many years of driving experience and tend to be more cautious in their driving habits than younger persons. Moreover, the older driver generally avoids driving in inclement weather, high traffic areas, rush-hour traffic, and night time traffic. Nevertheless, studies show that when driving exposure is considered, the older population has a higher crash experience per mile traveled than the middle-aged, and about equal to that of the young.

The older driver has greater difficulty in accommodating visually to varied distances, and adapting to dark and light. He may suffer from reduced visual acuity and poorer hearing, may experience slower reaction times, and show greater susceptibility to confusion in responding to multiple concurrent stimuli. The older person may miss traffic lights or signs because of their location, or because of constriction of peripheral vision or slower reaction time. His knowledge of traffic laws may not be up-to-date and he may be unaware of some common safe-driving practices.

Upon encountering an older driver who is having difficulties the officer might ask certain questions, such as: Does he take medication? Has he taken it recently? Is he diabetic? The older person may be preoccupied, may have poor driving habits, a slower reaction time, or vision problems; if so, the older person needs to recognize his deficiencies. Can the older person read the officer's name tag or the patrol car license plate? Does he refuse to try? Or, if the older driver is hard of hearing, can the officer communicate? Re-examination citations — as an alternative to arrest or license revocation — may be recommended, especially in areas which do not require periodic driver re-examination after the age of 65.

Wandering Older Adult. Situations involving wandering older adults may vary, from a hopeless case to one calling for sensitive, discretionary action. The hopeless situation, for example, is the older lady with her shopping bags — alone, destitute, without home, family or friends. A discretionary situation can occur when an elderly person, out walking his dog, has simply wandered into an unfamiliar part of the neighborhood and is decidedly lost and embarrassed.

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(One good-natured and sensitive officer explains how he handled such a situation — by dropping an older man off a few blocks from his home so his wife would never know about the incident.)

Family Problems. All experienced law enforcement officers must be prepared to intervene in family problem situations involving older persons. These may involve such diverse situations as disagreements over family finances, to drunken arguments, to threatened suicides. Good communication skills will make the officer more effective in any of these situations.

Summary

Communicating effectively with an older person will require basic communication skills, non-verbal as well as verbal. Non-verbal skills include maintaining eye contact with the person, posture, gestures, and at times touch and a physical closeness to the person. Even the vocal characteristics — volume and pitch — project non-verbal impressions that are important for interpersonal communication and trust.

Verbal techniques — using the mirror response, paraphrasing or open-ended questions — will encourage dialogue and understanding. It is important to know how people feel about things as well as what thoughts are being communicated. For an older person, comfortable and interested small talk may be the key to beginning and maintaining effective communication.

These communication techniques can be very important to a law enforcement officer who comes into personal contact with an older person, whether as an offender, a crime victim or witness. In non-crime situations, too, when the older person is a chronic caller, a wanderer or having driving problems, the law enforcement officer will need to communicate effectively and with sensitivity with the older citizen.

Lesson Two

HOW TO PROGRAM FOR OLDER PERSONS

LESSON OBJECTIVE: To provide guidelines for preparing and presenting educational programs for older persons.

Instructional Objective 1:   To list the basic communication skills required for programming with an older audience.

Instructional Objective 2:   To identify programming techniques to motivate older adult audiences.

Instructional Objective 3:   To point out practical conditions and situations to be considered with programming for older persons.

Instructional Objective 4:   To provide practical recommendations regarding the effective use of visual aids and demonstrations in programs for older adults.

Introduction

Law enforcement agencies often conduct educational programs for the community. This lesson will emphasize criteria for programs specifically designed to meet the special needs of older persons.

Generally speaking, lecturers and films, followed by discussions or question-and-answer periods, are better learning situations for older persons than formal lecture presentations. In all situations, basic communication skills are needed for programming for older adults. This involves such factors as public speaking, pace of instruction, organization, memory cues, and visual aids. However, other factors such as supportive environment, meaningful content, and participation, should not be overlooked. In addition, practical consideration of physical problems, such as program interference, rest breaks, lighting, room temperature, and even accessibility to the program, is equally important. Each of these elements will be considered in the guidelines for designing programs for older persons.

Communication Skills

Fundamental communication skills are especially important in programming for older persons. These skills include: public speaking, pace of instruction, organization, memory cues, and visual aids. Brief guidelines follow for the effective use of these skills with older audiences.

Public Speaking. When conducting a program, it is good general rule never to read a speech. Learn the facts and use your own particular style of delivery, one in which you feel comfortable. Notes are helpful in keeping to the general theme and for refreshing the memory. Above all, be at ease, so that the audience will also be at ease. Other public speaking guidelines include:

● Stand facing toward the audience and speak standing on the same level as the audience.

● See that lighting is on the speaker's face and not in the eyes of the audience. (A clearly visible face will facilitate lip-reading.)

● Speak in a normal tone without shouting or mouthing words. Project the voice to the last row in the audience. (Microphones to amplify sounds will not always be helpful; they can cause distortions and distractions to people with hearing aids.)

● Use a chalkboard to reinforce what is being said, but make explanations only when facing the audience. Whenever your back is to the audience, older adults may understand little or nothing of what is said.

● Use gestures and objects as much as possible to illustrate your message.

Pace of Instruction. An older audience will require a slower delivery pace. Rapid speech, no matter how significant the message, will probably be unintelligible. On the other hand, pacing which is too slow will be boring to the audience. Also, sufficient time for audience response should be provided; since older persons sometimes take longer to respond than younger persons.

Organization. Anything which must be learned (a physical activity, a written or spoken message), is subject to some degree of organization. Categorizing smaller related topics under one heading will help. Moreover, the whole of the program should be presented before the parts. Therefore, in the beginning of a session, summarize for the audience what the program will cover. (One good way to accomplish this is to distribute an outline of the program so that older adults may relate each topic as it is presented, to the outline. Thus, the program will be presented in an orderly way and the audience will find it relatively simple to relate the parts to the whole.)

Memory Cues. Older persons do not tend to use memory aids unless instructed to do so. Memory cues serve to highlight and to associate related information. Even though two or more topics may not seem to be obviously related, there may be something which they have indirectly in common which will provide the necessary link. (One common strategy is to form a single word out of key letters, so that each letter of the word serves as a trigger for the full piece of information, and the constant order of the letters serves as a cue for each following piece. For example, COP could be a memory cue for a program theme entitled, "Crime and Older Persons."

A number of other techniques can be used to aid the older person's memory; these same techniques are also generally considered good instructional practices. They include the following recommendations:

● Cue redundantly. When illustrating an important point or giving definitions or directions, make use of both oral and written presentations. Have directions or important concepts printed on a handout.

● Request definitions from the group. Make certain obscure words or phrases are defined. Avoid jargon except where it is a necessary part of the instruction.

● Do not do all the talking. Encourage the group to verbalize concepts. Rather than continually stating facts, attempt to get the group to verbalize the fact by presenting cases and examples, and helping the audience draw conclusions.

● Foster self-discovery. Rather than doing their thinking for them, encourage individuals to participate in the learning situation.

● Illustrate concepts by sharing personal experiences that can serve as an example of the ideas you are attempting to teach.

● Encourage older persons to relate their own experience to classroom concepts. This will facilitate not only the individual's learning but also the learning of other class members. The opportunity to apply past experience is a major consideration in successful adult learning.

Visual Aids. Many older persons have difficulty in seeing details. For this reason, it is a good general rule to augment all visual information orally. Since peripheral vision constricts with age, all visual objects, devices and materials should be positioned within their field of vision.

Make it a practice to avoid having older persons focus their vision at varying distances within a short time period. For example, instead of lecturing and using the chalkboard, and then referring to a hand-out, and then returning again to the chalkboard to make another point; first summarize the hand-out using the chalkboard, then have the group read through the hand-out together. Visual materials can also be passed through the audience to allow older persons to have a closer look.

Motivating Older Adults

Most older adults experience some anxiety in a learning situation. This anxiety may be expressed through hostility, refusal to interact, or, conversely through a demand for attention by excessive interaction. A disruptive environment will result in poor learning. A supportive environment, on the other hand, will stimulate the older adult's desire to learn. Peer groups, rather than an audience with different age levels, will be a more supportive environment for older persons.

A supportive environment is the first step in encouraging participation. Positive reinforcement is valuable with any audience. This involves positive reactions to comments and questions, e.g., "That is a good question, because. . ." or "That is an interesting comment, because. . . ". Never ignore a comment or question no matter how trite or negative it may be. Deal with each individual's contribution.

In an older audience, moreover, there will generally be men and women from widely diversified social, ecomonic, and cultural backgrounds. Their interests will be as varied as their total life experiences. They have attended the program, bringing with them a fund of rich, prior experience and can become quite frustrated when this experience seems of little value in the program. It is vitally important to encourage expression of opinions. Older adults will learn better as participants than as spectators.

To motivate participation, finally, provide relevant and meaningful information to the audience. Relate the program to an older person's personal experiences and any familiar things to that age group. Identify meaningful topics, such as events or activities in older person's pasts. Above all, stick to challenging, significant subject matter.

Practical Considerations

The physical environment in which programs for older persons are sponsored will help or hinder the educational process. Five conditions, at a minimum, need to be given special attention by program sponsors.

Interference. Minimize outside interference, distractions and noise in the program area. Avoid doing more than one thing at a time during the program. Explain one item well before undertaking a second. These practices will minimize distractions to one's concentration, and will take into account the older adult's shorter attention span.

Lighting. Always conduct programs in a well-lighted room. Any uncontrolled natural light, such as sunlight shining through a large window, can create problems with glare. Similarly, a single intense light source can create glare problems for an older person. In conditions of artificial lighting, older persons will need more light than younger age groups for comfortable vision. Incandescent (yellow) lights are more comfortable than fluorescent (blue) lights.

Temperature. Older adults find it more difficult to adjust to temperature changes. Cool or fluctuating room temperatures are the most uncomfortable. Older adults are generally comfortable in temperatures that may be considered too warm by younger age groups.

Physical Problems. Older adults may experience discomfort if they are forced to sit for a long period of time. Allow for rest breaks about every twenty to thirty minutes, so that participants can move about and use the rest rooms. Tables and comfortable chairs are more conducive

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to relaxation than student-type desks. In addition, well-lighted and unobstructed corridors, hand grips on stairs, and clearly marked room numbers are important details in the physical environment for programming with older people.

Accessibility. Mornings and afternoons are generally the times that older persons prefer to go places. The location should be convenient both in terms of available transportation and access to the room where the program is to take place. Churches, senior centers, and locations near the target audience are preferred site selections.

Visual Aids

Setting up effective programs for older persons is presently a somewhat exploratory effort in law enforcement agencies. To incorporate visual aids in a program will require some knowledge about films, posters, handout literature and "classroom" demonstrations. The following considerations will suggest some practical ideas related to an elderly audience in each of these areas.

Films. The use of films supplements instruction and adds credibility to a presentation. Several cautions should be observed, however. The facts presented in the film must be up-to-date and must correspond to the intent of the program. If, for example, in programming for older women, the film shows a female actor using karate in self-defense, it should not be used. The audience, in viewing the film, will think that they are expected to resist the offender. And older persons who resist an attacker are likely to incur more serious injuries.

In previewing a film to determine its suitability for older persons, the following elements must be carefully evaluated.

— Narration. Vocal quality should be low-pitched, slow, and loud. The narrator must be enthusiastic and consistent. If, for example, the narrative voice is soft at a critical point in the plot, the older audience may miss the point.

— Plot. The film's plot requires good organization. Actors, locations, and props must be clearly visible on the screen. If a prop is critical to the understanding of the film's message, it must be shown in the film clearly enough and long enough for older persons to get the point. Discussion after the film should highlight critical points that may be missed because of poor cinematography.

— Acting. The actors, as well as the narrator, must speak clearly. They must be identifiable and believable. If, for example, a con artist is very easily identified by his "high pressure salesmanship," discussion after the film should clarify the difficulties in recognizing a con artist in real life.

— Message. The film's message must be presented in a manner with which an older audience can identify. Its purpose should be to inform as well as to entertain.

— Length. The film should last no longer than twenty minutes to avoid over-reaching the older adult's attention span.

Posters. Posters can provide flexibility in a presentation. Posters must be large enough to be seen. Illustrations must be as realistic as possible. Loose, individual posters are best. They can be held up by the instructor and then passed throughout the audience.

Hand-Out Literature. Hand-out literature for older persons is an important visual aid in terms of volume of use. It can be a record of the program and assist the older person in remembering what he has learned, or it can be used to further supplement law enforcement goals. All hand-out material must be factual, concise and short. An older person should be able to read it at one sitting or it may not be read.

Hand-Out Literature Design. If there is no available hand-out literature for programming for older persons, inexpensive practical handouts can be made to assist older persons who will want to read the materials. Four factors to consider are: type, color, paper, and lay-out.

ype size, style and spacing should be selected to facilitate readability. Large 10 to 12 point type size (the size of this text) is generally suitable for older persons. In selecting type style, or type face, the main principle to follow is to avoid extremely stylized or excessively ornate styles. A good type style to choose is known as sans serif.

Color selection requires high contrast without creating a harsh effect on the eye. Black print on a white background, although not unacceptable, is not the best choice for hand-outs for older persons. Generally, a soft-white, eggshell or buff paper provides a more comfortable background. Dark blue or dark brown print will give a high contrast for the older reader without creating a harsh effect. Types of paper to avoid are those that reflect light, such as a glossy finish. The matte finish papers are all generally very good, and need not be expensive.

Finally, headings, text and illustrations should have a simple lay-out. Any illustrations, such as line drawings, should not insult older persons by strong stereotyping. Design handout literature to be simple, high-contrast, and to the point.

Demonstrations. Have older persons actively participate in the programming. Plan "classroom" demonstrations; for example: ask an older woman to carry her purse. Show her the proper method to deter purse-snatching and have her walk through the audience so that everyone can see. Use of whistles and lock displays are other examples where the audience can be used to demonstrate the correct way of doing things.

Summary

Programming for older audiences demands, first of all, the basic communication skills required for communicating with any audience. However, because of a number of changes that occur as part of the process of aging, programmers must make certain that lecturers speak clearly and loudly enough to be easily understood. The pace of instruction, and the use of memory cues and visual aids become especially important with an audience of older persons.

A supportive learning environment, one that positively encourages the active participation of the older adult in the educational program, is essential for motivating the older audience. The physical environment, too, is important. Simple considerations, like lighting and room temperature, are important in programming for an older audience.

Finally, the selection and design of films, posters and hand-out materials must be made with the particular needs of an older audience in mind. These audio-visual support materials must be clear, to-the-point, interesting and easy-to-understand if they are to be an effective supplement in educational programs for the older person.

Victimization of the Elderly

Type and Frequency

Strongarm Robbery • high rate

Violent Crime • low rate

Impact on Life Styles

Economic   Isolation

Health   Fear

Analysis

Examine incidents • Assess impact

Fraud

Susceptibility   Schemes

The Process of Aging

Sensory Perceptions
   Vision, Hearing, Touch,
                              Taste, Smell

Physiological Aspects
   Muscular, Organ, & Skeletal Systems

Psychological Aspects

   Learning Process
   Reactions to Stress and Loss
   Brain Damage
   Mental Disorders

Older Volunteers

1. ASSESS

Advantages
Disadvantages
Solutions
Roles
Decide: yes__ no__

2. ADDRESS

Costs
Administration
Staff Relations
Liability
Continue: yes__ no__

3. PLAN

Chief Executive
Coordinator
Officers

4. IMPLEMENT

Recruit
Support
Train

Communications

SITUATIONS
  Crime-related & Non-crime
Point of view
Inter-personal Communication

- verbal
- non-verbal

PROGRAMMING
  Communications Skills
  Motivating Older Persons
  Practical Considerations

TABLE I

Murder: Uniform Crime Reports—1975

Age	Number	Percent
Infant (under 1)	166	.9
1-4	327	1.8
5-9	142	.8
10-14	205	1.1
15-19	1,604	8.6
20-24	2,934	15.7
25-29	2,728	14.6
30-34	2,125	11.4
35-39	1,672	9.0
40-44	1,471	7.9
45-49	1,282	6.9
50-54	1,121	6.0
55-59	728	3.9
60-64	631	3.4
65-69	459	2.5
70-74	314	1.7
75-and over	414	2.2
Unknown	319	1.7
Total 18,642		Percent 100.0

2-1-1

TABLE II
Criminal Victimization in the United States
Personal Larceny With Contact
(1974 Rates)

Age	Rate per 1,000 Persons
12-15	3.1
16-19	3.7
20-24	3.4
25-34	2.6
35-49	2.6
50-64	3.5
65 and over	3.4
overall rate	3.1

2-1-2

TABLE III

*Crime Rates for Persons 60 and Older,
and Persons Under 60 Years of Age
By Area of Kansas City, Mo.*

(September 1, 1972, through January 31, 1974)

Crime Rate per 1,000 Population

Area and Age of Victim	Total	Burglary	Robbery Total	Armed Robbery	Strong-Arm Robbery
Inner-City					
60 or older	28.06	14.82	7.11	3.42	3.69
Younger than 60	60.72	28.81	11.39	7.58	3.82
Noninner-City					
60 or older	14.85	9.88	3.63	1.70	1.93
Younger than 60	25.72	15.81	3.06	2.09	.97

TABLE IV

Oakland, California

1964

	Armed (N = 455)	Strongarm (N = 284)	Pursesnatch (N = 186)
Under 13	.4	4.6	1.6
13-18	3.5	5.3	.5
19-25	15.4	10.2	10.2
26-40	28.1	16.9	16.7
41-55	21.3	27.8	28.0
56-64	8.4	14.4	12.4
65 ±	5.9	16.5	24.7
Varied	11.6	2.1	1.1
Unknown	5.3	2.1	4.8

1969

	Armed (N = 433)	Strongarm (N = 320)	Pursesnatch (N = 190)
Under 13	1.2	3.1	—
13-18	8.6	9.4	1.6
19-25	18.7	11.9	7.9
26-40	17.3	10.0	8.9
41-55	18.7	15.0	17.4
56-64	11.1	13.8	21.6
65 +	6.7	24.4	34.7
Varied	10.2	3.1	2.6
Unknown	7.6	8.4	5.3

Elderly Public Housing Crime

VICTIMIZATION

1971	7.0%
1974	7.6%
1971 - 1974	15.0%

CRIME TYPE AND FREQUENCY

Robbery	50
Aggravated Assault	6
Burglary	25
Larceny	9
Auto Theft	2
Other Assaults	3
All Other Offenses	4
	99

Crime Rate per 100,000

Project neighborhoods:	10,086
National average:	4,821

2-1-5

TABLE V

Senior Citizens As Victims of Major Crimes
Detroit, Michigan

	1971	1972	1973
Total robbery not armed	6,766	3,802	4,895
Senior citizens	2,296	1,147	1,352
Percent of total	33.9%	30%	27.6%
Total breaking and entering	30,798	20,156	21,154
Senior citizens	7,442	4,552	5,899
Percent of total	24%	22.5%	27.9%
Total robbery armed	12,227	7,908	9,934
Senior citizens	2,082	1,201	1,701
Percent of total	17%	15%	17.1%
Total homicides	690	500	751
Senior citizens	65	51	98
Percent of total	9.4%	10.7%	13%
Total rapes	472	359	692
Senior citizens	21	21	35
Percent of total	9.4%	5.9%	5.1%

TABLE VI

Older Americans' Crime Prevention Research Project
Portland/Multnomah County

| PROPERTY CRIMES | Crimes Against Persons 60 years of Age and Older | | | |
	MALE Percent/Incidents		FEMALE Percent/Incidents	
Burglary	13%	27	18%	56
Theft	28%	60	24%	74
Vandalism	22%	46	21%	66
NON-VIOLENT CONFRONTATION				
Fraud	6%	12	5%	16
Harassment/Obscene Calls	15%	32	20%	61
VIOLENT CONFRONTATION				
Robbery	5%	17	8%	24
Assault	6%	13	2%	7
OTHER				
Sexual Crimes, Murder	2%	4	1%	4

2-1-7

TABLE VII

Criminal Victimization of the Aged:
The Houston Model Neighborhood Area
(Rates per 1,000)

	Under 65	65 and over
All crimes	41.7	29.8
Robbery	4.70	5.6
Burglary	13.8	7.9
Auto Theft	4.7	3.
Theft	10.	4.9
Swindling	2.2	3.8
Purse Snatching	1.3	3.2
Assault	3.5	1.3
Rape	2.5	0.
Murder	.03	.08

TABLE VIII

Crimes Against the Elderly
St. Petersburg, Florida

Crime	1974			1975		
	Total Crime	Victims 60 & Over	Percent	Total Crime	Victims 60 & Over	Percent
Purse Snatch	287	184	66%	240	174	73%
Pickpocket	54	17	31%	32	17	53%
Robbery	844	238	28%	805	319	40%
Residential B & E	5124	1364	27%	6627	1145	22%

CONCLUSIONS

Interpretation
AGES

CIRCUMSTANCES

Highest crimes
STRONG-ARM ROBBERY

BURGLARY

PUBLIC HOUSING CRIMES

Lower rates
VIOLENT CRIMES

Crime analysis

2-1-10

Elderly Economic Characteristics

REDUCED INCOME

FIXED INCOME

INFLATION

IMPACT OF LOSS

VULNERABILITY

2-2-1

Health Aspects

AILMENTS

FRAGILITY

INJURY

    Easily broken arms

    Lasting effect

VULNERABILITY

    Physical infirmity

    Lack of alertness

    Repeated victimization

ASPECTS OF ISOLATION

Lifestyle trends:

APART

IN CENTRAL CITIES

Results:

IMPAIRS QUALITY OF LIFE

INCREASES FEAR AND PARANOIA

ASPECTS OF FEAR

Impact

Degree

Isolation

Formalized Crime Analysis
WHY ?

CRIME VOLUME

MOBILITY

UP·TO·DATE INFORMATION

Aids elderly victims

Uses reported crimes and victim surveys

Tailors for user groups

DATA DEFICIENCIES

Age not reported

Inconsistent age groupings

Inadequate crime categories

2-3-2

Wilmington Case Study

INFORMATION COLLECTED

PROFILES DEVELOPED

FEATURES DISCOVERED; PUT TO USE

2-3-3

Crime Analysis Steps

1. COLLECTION

2. COLLATION

3. ANALYSIS

4. DISSEMINATION

5. EVALUATION

Crime Analysis: Principles

Age definition

Age category consistency

Who, what, when, where, how & why

Crime specificity

Total impact

ELDERLY ANALYSIS:
TWO TYPES

1. INCIDENT ANALYSIS
    - Crime and non-crime
    - Connections & Strategies

2. VICTIMIZATION STUDY
    - Crimes
    - Impact
    - Reporting / Non-Reporting
    - Precautions

2-3-6

Elderly Susceptibility
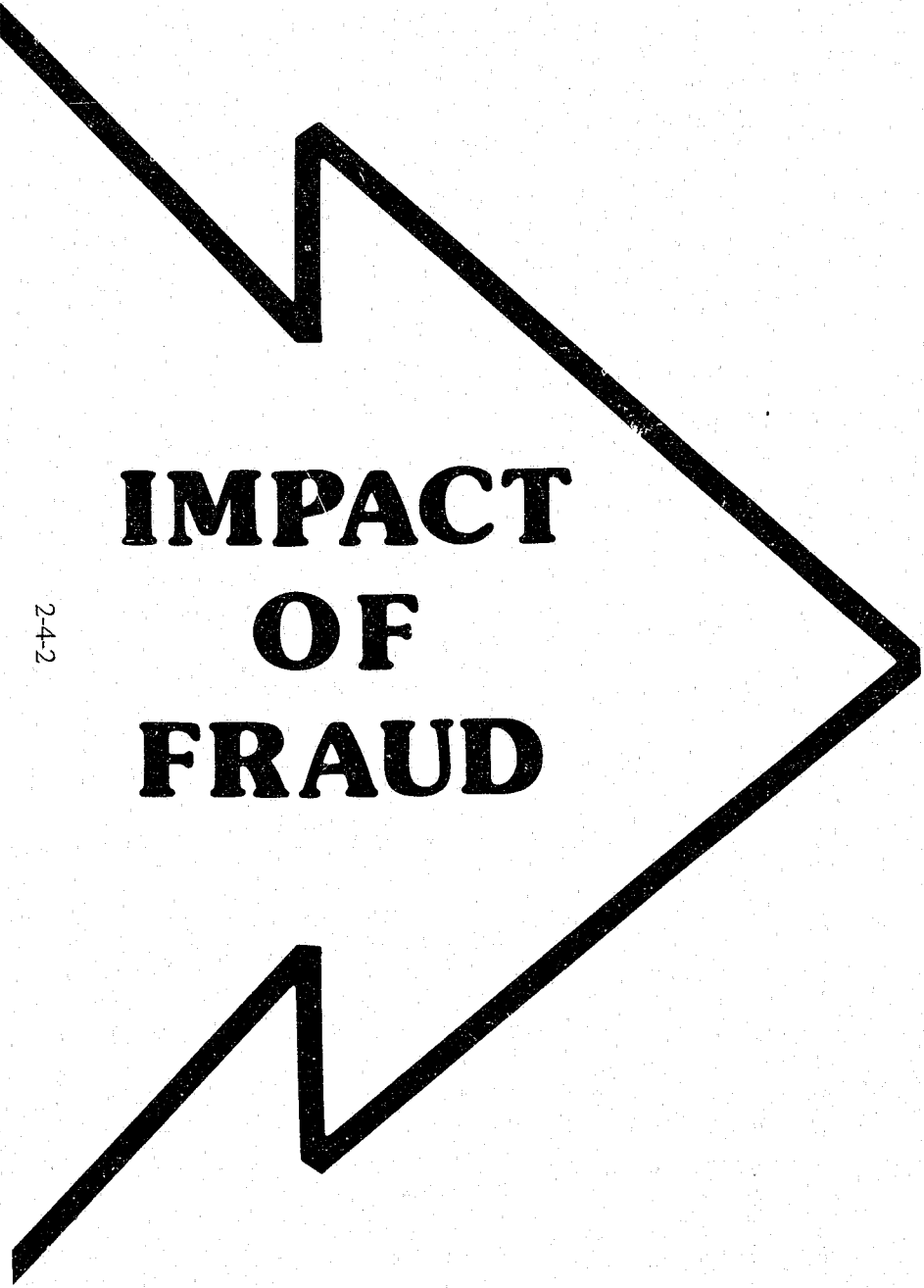
SITUATIONS	CLASSES OF VICTIMS
Loneliness	Living alone
Grief	Poor
Depression	Widows
Audio-visual impairments	EXTENT
Illness	Pigeon drop
Hedonism	Bank examiner
Non-acceptance of aging	Medical frauds

IMPACT OF FRAUD

- ISOLATION
- POVERTY
- LONELINESS
- FEAR
- EMBARASSMENT
- SHAME
- RELUCTANCE TO
      REPORT CRIME
- GUILT

2-4-2

FRAUD COUNTERMEASURES

2-4-3

Cooperation

1. BANKS

2. BUNCO SQUADS

3. JUDICIAL PROCESS

4. MEDIA

Education

1. ELDERLY

2. POLICE

Sensitivity

THE CON ARTIST

Profile

Victim Selection

Mode of Operation

Schemes Against Elderly

- Bank Examiner

- Pigeon Drop

- Home Improvement

- Building Inspector

- Sales Frauds

- Medical Quackery

- "Work at Home" Frauds

- Mail Frauds

2-5-2

SYMPTOMS

- **Charity**

- **Greed**

- **Hurry-up**

- **Withdraw / Exhibit**

  CASH

  VALUABLES

- **Other clues**

Characteristics of:

GOOD VISION

1. General visual acuity
2. Farsightedness
3. Color vision
4. Focusing ability
5. Glare resistance
6. Dark adaptation
7. Peripheral vision

Symptoms of:

VISION PROBLEMS

- Objects blend into background.
- Mobility and coordination decline.
- Peripheral vision constricts.
- Squinting eyes.
- Bright color selection.
- Uncontrolled eye movements.

3-1-2

VISION PROBLEMS

Short Tests

1. Reading
2. Motion vision
3. Peripheral vision
4. Shape differentiation

Vision Compensatory Techniques

1. A Verbal Pre-Warning.

2. Simplify Visual Field.

3. Use Bold Lettering.

4. Use High-Contrast Colors.

5. Facilitate Focusing Ability.

6. Provide Suitable Lighting.

7. Position.

Hearing Difficulties
Related to Aging

- Volume

- Noise Threshold

- Pitch

- Verbal Confusion

- Tinnitus

Symptoms of:

Hearing Difficulties

- Speaking Voice
- Repetition
- Not Reacting
- Short Attention Span
- Awkward Body Positioning

3-1-6

Hearing Difficulties
Short Tests

★ ★ ★

~ Observing reactions to sound

~ Checking for understanding

~ Questioning

Hearing Compensatory Techniques

1. Touching

2. Body Positioning

3. Presentation

4. Speaking

5. Controlling Competing Sounds

Elements of:

TOUCH SENSATION

- TOUCH

- PRESSURE

- PAIN

CONTINUED

6 OF 7

Changes in Touch

Related to Aging

ABILITY TO:

▫ Manipulate Objects

▫ Respond to Another Person's Touch

Symptoms of:

TOUCH DIFFICULTIES

- Not responding

- Withdrawal

- Unusual pain response

- Difficulty handling objects

TOUCH DIFFICULTIES
Short Tests

1. Respond to Touch

2. Differentiate Shapes

3. Discern Textures

4. Identify Temperatures

Touch Compensatory Techniques

—★—

1. A Verbal Pre-Warning.

2. Use Touch.

3. Intensify Touch.

4. Use CARE in Handling Objects.

ORGAN SYSTEMS AGING

DIET

Adverse
Elderly
Stereotyping

Normal
Decline

Rate
Harmonizing

OBESITY

Reduced
Reserve
Capacities
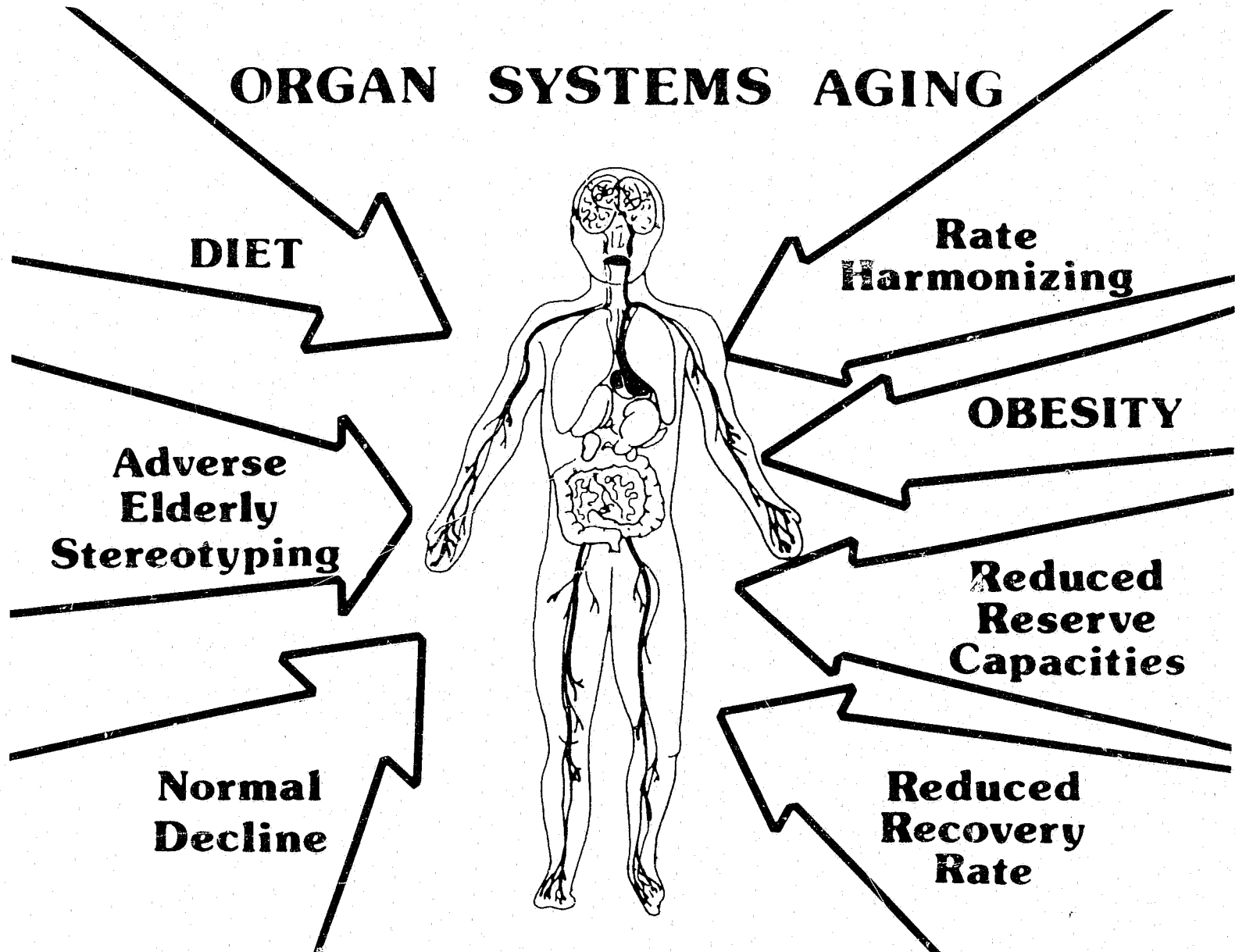
Reduced
Recovery
Rate

Mobility & Balance Effects

Arthritis

Inner Ear Diseases

Muscle Control and
Deterioration

Vertebral Fractures

Reduced Attention

Require more to do
simple tasks

Changes in Stature
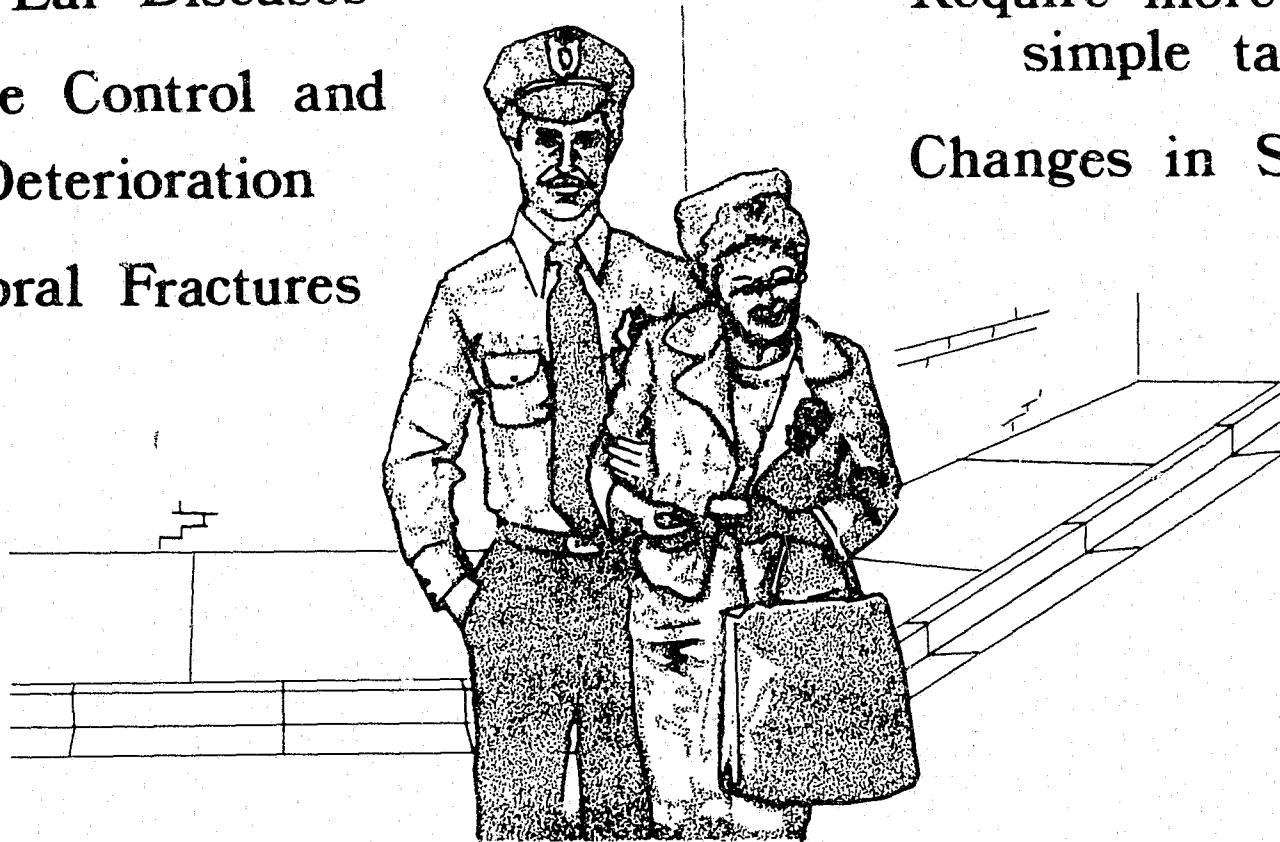
VULNERABLE TARGET

HOME DESIGN SAFETY

Adequate Lighting

Other Hazards

Bathroom Perils

Kitchen Dangers

Other Hazards

Pedestrian Hazards
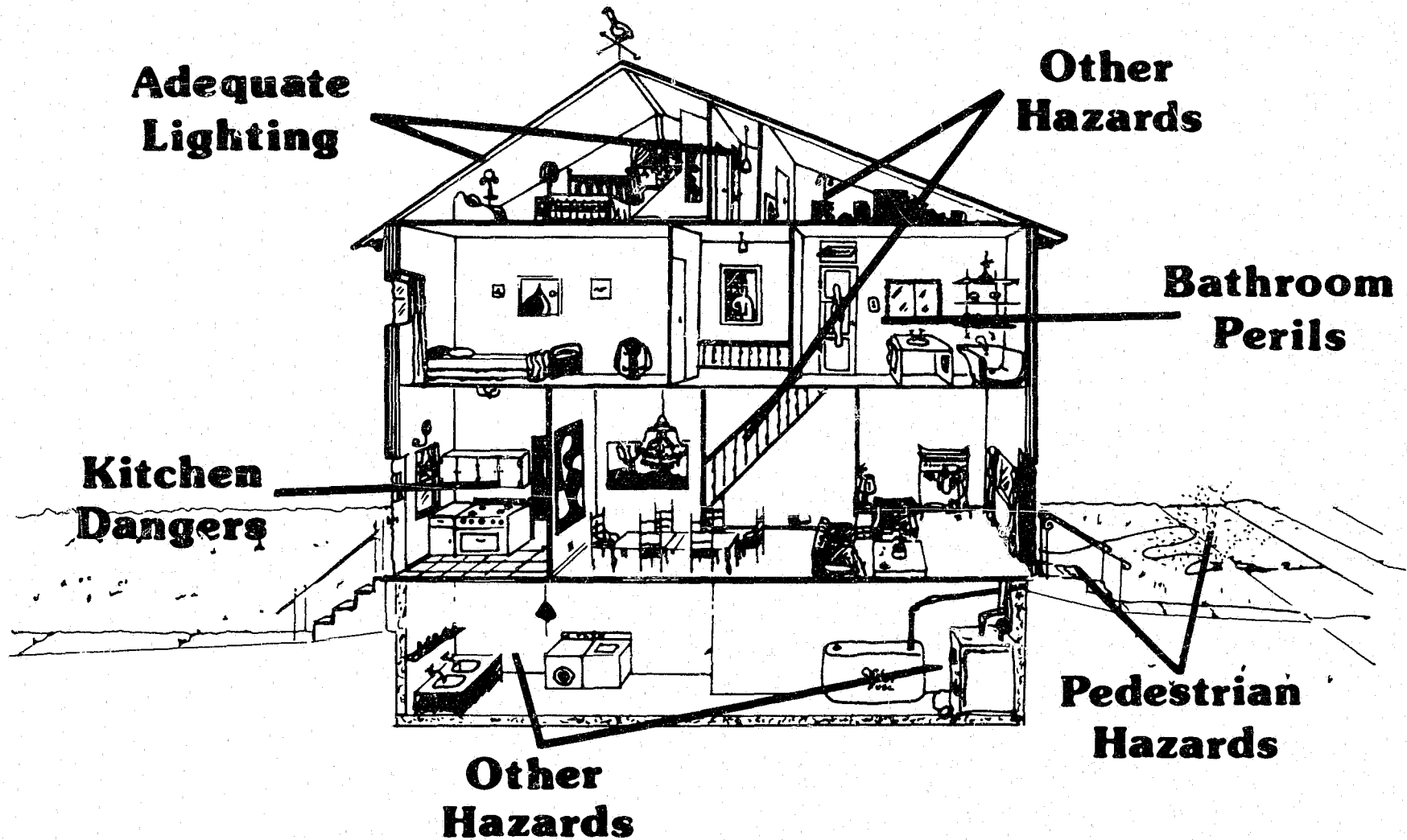
Learning and Aging

I.Q. does not decline.

Reaction time increases.

Memory is more affected by extrinsic
factors.

Motivation decreases.

Learning ability is retained.

Common Signs of Brain Damage

1. Disorientation for time, place, or person.

2. Mild to severe memory loss.

3. Defects of comprehension.

4. Weak intellectual ability.

5. Behavior impairment.

3-3-2

Reaction to Stress and Loss

> ### REAL LOSS
> ## IMAGINED LOSS

Stress

Grief

Depression

Anxiety

MENTAL DISORDERS:

neurotic

psychotic

schizophrenic

Coping Techniques ——————— « adaptive
« maladaptive

TRENDS IN VOLUNTEERING
of total population

18% 1965

24% 1974
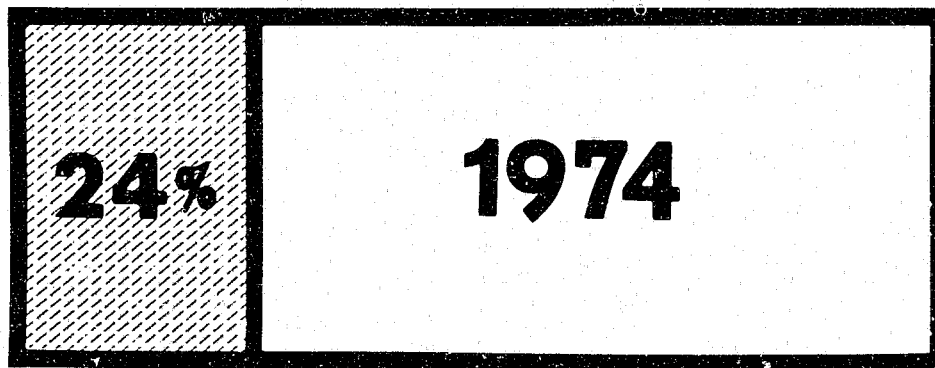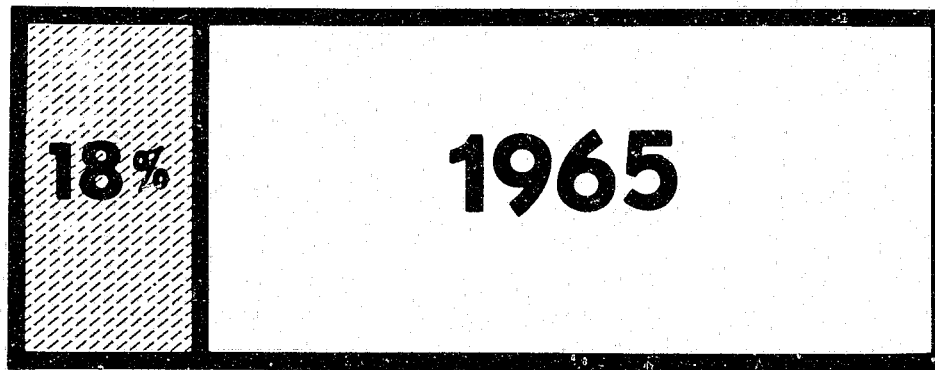
PARTICIPATION

from all strata of society

- Economic Element
- Democratic Element
- Community Element

41-2

LAW ENFORCEMENT
Interest in Volunteers

EFFECTIVE USE OF:

Limited Tax Dollars

Police Time

Community Resources

ELDERLY VOLUNTEERS
ADVANTAGES

* Available

* Skilled

* Conscientious

* Dependable

* Experienced

* Community oriented

* Sensitive

* Enthusiastic

ELDERLY VOLUNTEERS
Considerations

★ Additional Cost　　★ Transportation

★ Psychological Influences

★ Educational Status　　★ Physical Problems

Illustrated Roles in –

- Crime Prevention

- Radio Monitoring and Communication

- Assisting Personnel

- Traffic and Crowd Control

- Investigative and Professional Work

and as Information Sources

AGENCY COSTS :

- Personnel
  - Salary and Fringe Benefits
    - Travel
      - Equipment

- Supplies
  - Contract
    - Insurance

4-2-1

ELDERLY VOLUNTEERS

Sources of Staff Tension

◇ SUBJECTS OF MYTHS

◇ CONSIDERED INTRUDERS

ELDERLY VOLUNTEERS

Require

★ INTERESTING JOBS

★ EXTRA TIME AND CARE

4-2-3

ADMINISTRATIVE CHANGES

- MORE PEOPLE

- SCHEDULING

- INFORMATION

- DISCIPLINE & FLEXIBILITY

- REALIGNMENT OF RESPONSIBILITIES

- COÖRDINATION

ADEQUATE INSURANCE PLAN

A. Legal Counsel

B. Waivers

C. Insurance

»Work without fear of litigation.«

CHIEF AND TOP ADMINISTRATORS

Operate

Settle problems

Communicate support

Initiate

Authorize staff time

Approve objectives

Assign co-ordinator

Establish process

Begin small

Plan

Establish period

4-3-1

COÖRDINATOR

1. Evaluates Needs

2. Defines Goals

3. Writes Job Descriptions

4. Surveys Community

5. Initiates Program

RESPONSIBILITIES

Record Keeping System

Training Procedures

Budget and Project Growth

POLICE OFFICER SUPPORT

» **Assisting Volunteers**

» **Scheduling**

» **Planning**

4-3-4

RECRUITMENT

Elderly as Recruiters

Assure Acceptance

Identify Assignments

Provide Tour

Focus on Groups

Move Quickly

4-4-1

SEVEN STEPS

for

Recruitment, Selection, and Placement

- CONTACT AGENCIES
- CONTACT CANDIDATES
- HOLD MEETINGS
- RECEIVE APPLICATIONS
- INTERVIEW
- TRAIN
- REFER

1-4-2

PROFILE OF A VOLUNTEER

TRAITS	SCORES
Sense of responsibility	35
Wants to see results	15
Opportunity for self-expression	30
Ability to motivate others	50
Availability on demand	30
Need for close supervision	15
Enjoy being responsible to others	60
Desire to help others	80
Works well with ideas	35
Works well with people	50
Works well independently	60
Works well as a team member	40

0   25   50   75   100

Interviewer Characteristics

1. Converse Easily
2. Accept People
3. Insure Comfort
4. Speak Clearly

5. Sense Traits
6. Recognize Potential
7. Guide Conversation
8. Know Programs

INTERVIEW CHART

Name: _____

Interviewer: _____

Date: _____

INITIAL INTERVIEW (--) (-) ( ) (+) (+ +)	PERSONAL CHARACTERISTICS	FOLLOW-UP (--) (-) ( ) (+) (+ +)
_____	Is resourceful	_____
_____	Is independent	_____
_____	Tolerates ambiguity	_____
_____	Is perceptive, insightful	_____
_____	Tolerates stress	_____
_____	Is analytical, orderly	_____
_____	Is persistent, resourceful	_____
_____	Learns easily	_____
_____	Is critical	_____
_____	Tolerates criticism	_____
_____	Is calm, easy going	_____
_____	Has sense of feasibility	_____
_____	Likes record keeping	_____
_____	Reaches decisions easily	_____
_____	Accepts established policy	_____
_____	Likes being part of team	_____
_____	Accepts new ideas	_____
_____	Has sense of humor	_____
_____	Makes good first impression	_____
_____	Is dependable	_____
_____	Is prudent in behavior	_____
_____	Is self-confident	_____
_____	Has adequate verbal skill	_____
_____	Has adequate writing skill	_____

4-4-5A

Name: _____

Interviewer: _____

Date: _____

INTERVIEW CHART

INITIAL INTERVIEW
(--) (-) ( ) (+) (+ +)

_____
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PERSONAL RELATIONS

Relates easily to peers
Relates easily to other classes
Forms social relations easily
Adjusts easily to different situations
Is concerned for others
Is tolerant of others
Is discerning about others' intentions
Has realistic expectations
Inspires respect for self
Inspires trustful relationships

FOLLOW-UP
(--) (-) ( ) (+) (+ +)

_____
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PERSONAL VALUES

Finds satisfaction in job well done
Has strong sense of fair play
Is loyal
Avoids procrastination
Is independent thinker
Has zest for life
Has mature, realistic outlook
Is religious, but tolerant

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OVERALL

4-4-5B

SUPPORT SYSTEM ELEMENTS

* Peer Support   *   New Skills Development *

* Appreciation and Sense of Accomplishment *

* Effective Feedback * Satisfying Physical Needs *

* Staff Support   *   Satisfying Security Needs *

4-5-1

TRAINING SYSTEM

- PRE-SERVICE

- START-UP

- MAINTENANCE

- PERIODIC REVIEW & FEEDBACK

- TRANSITION

Non-Verbal Communication

EYE CONTACT

POSTURE

GESTURES

TOUCH

PERSONAL SPACE

VOCAL CHARACTERISTICS

Verbal Communication

Mirror Response

Paraphrasing

Open-ended Question

Feeling Response

5-1-3

Approach
Small Talk
Fact - Gathering
Writing the Report
Closing the Interview
Follow - up

Older Persons
In Non-Crime Situations

CHRONIC CALLER

OLDER DRIVER

WANDERING OLDER ADULT

FAMILY PROBLEMS

Communication Skills

PUBLIC SPEAKING

PACE OF INSTRUCTION

ORGANIZATION

MEMORY CUES

VISUAL AIDS

MOTIVATING
OLDER PERSONS

SUPPORTIVE
ENVIRONMENT

PARTICIPATION

MEANINGFUL CONTENT

Practical Considerations

INTERFERENCE

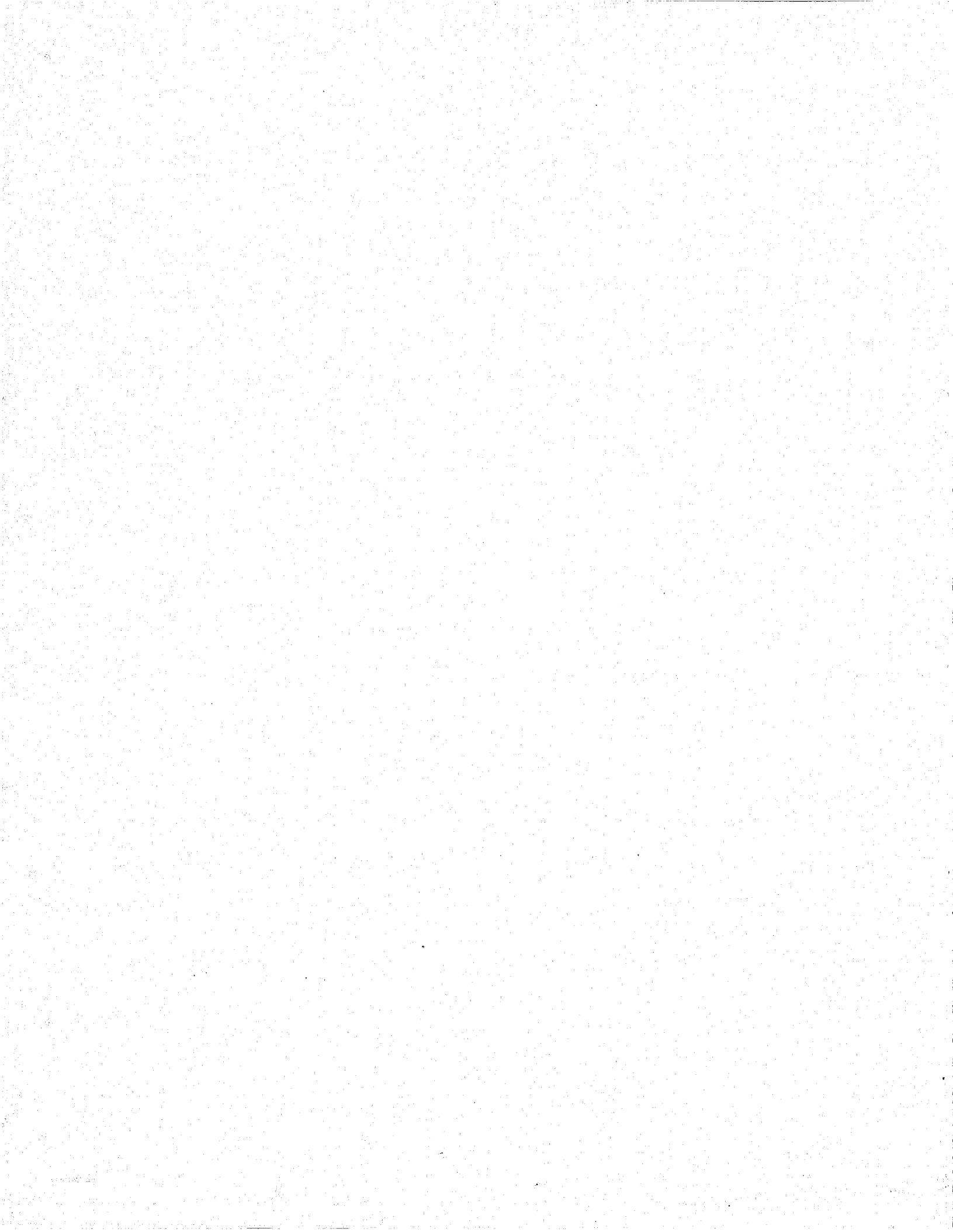LIGHTING

TEMPERATURE

PHYSICAL PROBLEMS

ACCESSIBILITY

Special Education

AIDS

FILMS

POSTERS

HAND~OUT LITERATURE

DEMONSTRATIONS

5-2-4

END