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### THE BENEFIT OF POSITIVE AFFECT ON CHILDREN IN CRISIS

by

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A Capstone Project submitted to the Faculty of the Graduate School,

Marquette University,

in Partial Fulfillment of the Requirements for
the Degree of Masters in Leadership Studies

Milwaukee, Wisconsin

December 2009

### Abstract

Children are affected every day as a result of automobile accidents. This Capstone Final Project investigates methods to reduce the impact of trauma on child victims as a result of the relationship with the emergency responder at the scene of Road Traffic Accidents (RTAs). This researcher offers a recommendation to incorporate supportive tools for law enforcement to utilize in an effort to improve the "at the scene of an accident" response to the child. Law enforcement officers surveyed for this research acknowledged the benefit of positive acts from first responders who interact with children during a crisis. This qualitative research paper explores ways to reduce the level of adverse psychological impact of trauma on child victims.

### Acknowledgements

I would like to thank the many people who have helped bring this project to life. First, I express deep appreciation to Prof. Ruscitti, who was an invaluable resource in guiding me in the right direction to successfully complete my project.

Second, I would like to thank the Milwaukee County Sheriff's Department for giving me the opportunity to administer the survey instrument to the deputies of the Targeted Enforcement Unit. These men and women give of themselves daily in assisting adults and children in times of need. I am eternally grateful for their "good works."

Third, a special thanks to my family to whom their constant support and love has been the motivation for my work. Their belief in me has given me the fuel to never give up. Tom, Mary, Scott, Kim, Dad, Laurie, Mary Kay, Robert and Daniel have been "holding the signs" at the many mile markers along this marathon.

Finally, although she is not able to read my final work, my mother has been my lifelong source of inspiration, as she so often said, "you can do anything!" I am forever indebted to her as the foundation for completing this, as well as all of my life accomplishments.

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### The Benefit of Positive Affect on Children in Crisis

This research project is comprised of two parts, individual research and group project work. As a part of the 2008-2009 Future Milwaukee program a small group (this researcher plus two other individuals) were given the assignment of working with the nonprofit organization, "With Wings and a Halo" (WWH). Future Milwaukee is a leadership program affiliated with Marquette University and WWH is an organization that provides backpacks filled with books to law enforcement agencies to distribute to children in times of crisis. The work of the Future Milwaukee group resulted in a Webinar training session, "Book Drive 101: A How To Guide to Organize a Book Drive" for WWH volunteers, the creation of corporate sponsorship training materials, the formation of "How to Plan a Book Drive" booklet and an organized book drive resulting in the collection of 12,000 books for distribution. This research study, survey, results, and conclusions are exclusively the work of the present researcher.

Childhood trauma as a result of automobile accidents occurs every day. The present research focuses on the psychological consequences of road traffic accidents on child victims and the impact of first responder emergency personnel.

Twenty-five percent of all children will have experienced some type of trauma by the time they reach their eighteenth birthday (Perry, 2003). As a result of the experience, the child can have long-term adverse psychological effects and negative behavioral issues (Stallard, Velleman, Langsford & Baldwin, 2001). The research demonstrates the need for a unique response developed specifically for child victims of trauma. This research examined the potential adverse psychological effect on children and the role of the emergency first responder in the immediate aftermath of a road traffic accident.

### **Purpose**

This qualitative study attempts to document the need for supportive tools for child victims at the scene of Road Traffic Accidents (RTA's). By combining the work of the Future Milwaukee group with the survey results, the intention is to enhance and develop consistent and sustainable community programs to assist child victims of traffic accidents. Books can be a calming force to a child in crisis. The survey results appear to indicate that through actions, such as the distribution of books, both citizens and law enforcement officers can mitigate the emotional trauma to child victims.

In order to gain an understanding of the critical role of emergency first responders, at a traffic accident involving children, this researcher surveyed 20 Milwaukee County Sheriff's deputies. The survey questions were designed to elicit candid feedback regarding each participant's personal experiences with child victims.

### **Literature Review**

This literature review examined the psychological effects of trauma to children resulting from RTA's. The areas of focus included children and traffic accidents, the psychological impact of traffic accidents on children, the effect of the interaction between first responder emergency personnel and children in crises, and the available support systems for children following a traumatic event. The aforementioned are critical to the development of an effective response designed to minimize the potentially long-term adverse effects of trauma to children.

A review of the literature indicates that there are two distinct categories of traumatic events involving children: 1) an acute, one-time incident, and 2) cumulative, or repeated events (Terr, 1991). The present research specifically addresses category one, the acute one-time traumatic event of an automobile accident. Traffic accidents vary in their severity and for the

purpose of this research are defined as fatal (an accident resulting in the death of one or more persons), major (an accident in which one or more persons are seriously injured), or minor (an accident in which one or more persons are slightly injured).

The potential consequences of a traffic accident can be devastating for a child. When a parent or caregiver is injured in the accident the secure attachment with the child is at risk.

Normally the parent is the child's source of safety and stability; however, in the event of an RTA this individual may be seriously or fatally injured, leaving the child without a support system. In some situations, the child is not only experiencing the physical and/or psychological effects of the accident, but also going through the dramatic process of permanent loss of a primary caregiver (Zelenko & Benham, 2002).

### The Psychological Consequences of Trauma

### **Children and Traffic Accidents**

The National Highway Traffic Safety Administration (NHTSA) reported in 2007 that 41,059 people were killed and 2,491,000 people were injured in the estimated 6,024,000 police-reported motor vehicle accidents. Children, age 14 and under accounted for 4% (1,670) of traffic fatalities. This age group represented 8% (200,000) of all people injured in motor vehicle accidents, and 7% (174,000) of injured occupants. In 2007 each day in the United States, an average of five children ages 14 and younger were killed and 548 were injured, in motor vehicle accidents ("Traffic Safety Facts," 2009).

Children who survive traumatic events may experience symptoms that resemble the acute post-traumatic stress response more than six months following the incident (Perry, 2003). When this occurs, the child is considered to be suffering from Post-traumatic stress disorder (PTSD). The Diagnostic and Statistical Manual of Mental Disorders-TR IV (2000) describes PTSD as:

The person has been exposed to a traumatic event in which they experienced, witnessed or was confronted with an event that involved actual or threatened death or serious injury...In children, this may be expressed by disorganized or agitated behavior...An additional symptomology would be described as the traumatic event is persistently re-experienced in recurrent and intrusive distressing recollections of the event, dreams, acting or feeling as if the event were recurring, intense psychological distress, physiological reactivity on exposure to cues that resemble an aspect of the traumatic event (Sec. 309.81).

Post-traumatic stress disorder is a psychological diagnostic label that has traditionally been associated with combat veterans (Schreiner, 1994). However, PTSD has been diagnosed in children who have been victims of motor vehicle accidents, various forms of abuse and a host of other traumatic events (Perry, 2003).

Aiko et al. (1999) found that the rate of post-traumatic stress in children as a result of an automobile accident is similar to that of children exposed to violence. Further, Smith, Mackenzie-Ross and Scragg (2007) suggest even minor RTA victims (children as well as adults) may experience adverse psychological effects.

Traffic accidents are the main cause of death in childhood and the most frequent cause of injury (Bryant, Mayou, Wiggs, Ehlers & Stores, 2004). Although research focusing on adults has shown psychological and social complications, less is known about the consequences for children (Bryant, et al., 2004). The generalized lack of specific research focusing on child victims of automobile accidents is due in part because parents are reluctant to allow children to "re-live" the accident for the purpose of clinical research (Mullen-James, 1999).

In a study conducted by Bryant et al. (2004) the goal was to determine the effect of RTAs on children and their mothers. The research revealed that mother's commonly experienced symptoms of stress; while 15% of the children were identified as having symptoms of acute stress disorder and 25% suffered from PTSD. The Diagnostic and Statistical Manual of Mental Disorders IV-TR (2000) describes Acute Stress Disorder (ASD) as:

The person has been exposed to a traumatic event in which they experienced,

witnessed or was confronted with an event that involved actual or threatened death or serious injury...In children, this may be expressed by disorganized or agitated behavior...An additional symptomology would be described as the traumatic event is persistently re-experienced in recurrent and intrusive distressing recollections of the event, dreams, acting or feeling as if the event were recurring, intense psychological distress, physiological reactivity on exposure to cues that resemble an aspect of the traumatic event. The disturbance lasts for a minimum of 2 days and a maximum of 4 weeks and occurs within 4 weeks of the traumatic event (Sec. 308.3). Bryant et al. (2004) also noted that children who had been involved in RTAs frequently experienced an irrational and unreasonable fear of travel. The study suggested the need for change in clinical care to prevent, identify, and treat distressing and disabling problems. Bryant et al. included the recommendation that emergency departments make available to parents brochures describing early recognition, treatment, and psychiatric care options for children following traumatic events.

### **Psychological Impact on Child Victims of Trauma**

By the time a child reaches the age of 18 the probability of being touched directly by trauma (violence, accidents and natural disasters) is approximately one in four (Perry, 2003).

Landolt, Vollrath, Timm, Gnehm & Sennhauser (2005) found that RTA's were among the most

common traumatic events that children can face. These events increase the risk for a number of psychosocial problems including drug abuse, school failure, and anti-social behavior (Perry, 2003). Untreated, the negative psychological manifestations may last well into adulthood (Terr, 1991).

Common symptoms in children RTA victims include: sleep disorders, behavioral issues, accident-related anxieties, and PTSD. Children are vulnerable to develop symptoms of PTSD following the trauma of a RTA (Stallard, Velleman, Langsford & Baldwin, 2001). Studies examining the predictors of PTSD in children after a RTA have identified many of the same risk factors that have been reported in adults (Landolt et al., 2005).

The results of the study by Schafer, Barkmann and Riedesser (2006) indicate that even after minor RTAs many children exhibit adverse psychological reactions. Schafer et al. (2006) found that while physical injuries are readily observable and treated, the psychological results are not as well understood. These findings suggest the need for additional research to assist both the treating professional and parents of the victim.

Research by both, Ellis, Stores & Mayou (1998) and Stallard et al. (2001), report that many children who have not physically recovered five to eight months after the RTA were at greater risk of developing psychological problems. This finding supports the need for specially designed treatment strategies for children following a traumatic event. Stallard et al. (2001) recommends screening programs to identify those children most at risk to develop problems.

Cook et al. (2007) report that the ability of family members to provide support is vital to the child's long-term well-being. Sturms, van der Sluis, Groothoff, ten Duis and Eisma (2003) found acute post-traumatic symptoms are not only experienced by the children, but also by their parents. Daviss et al.'s (2000) earlier study had similar results and determined that children with

injuries resulting from an accident were at a higher risk of developing PTSD if the parents experienced acute distress after the incident.

Many adult psychiatric disorders have been discovered to have their origins in childhood and adolescence (Meiser-Stedman, Yule, Smith, Glucksman & Dalgleish, 2005). As part of this study, children who had been involved in RTA's were recruited to participate from London emergency rooms. The children were tested for symptoms of Acute Stress Disorder (ASD) and PTSD. Meiser-Stedman et al. (2005) concluded that when both parent and child reported symptoms, the children demonstrated more pronounced signs of PTSD than children whose parents were not involved in the RTA.

An element of PTSD can be described as "problem behavior." Problem behavior has been described as, "behavior that is socially defined as a problem, a source of concern, or as undesired by norms of conventional society...and its occurrence usually elicits some kind of social response" (Jessor & Jessor, 1977, p. 34). In children the behavior may consist of acting out in school, disrespecting figures of authority, and interpersonal violence. Parents of accident victims between one and fourteen years of age report that the involved children are more daring and defiant after the incident (Read, Bradley, Morrison, Lewall & Clark, 1963). Manheimer and Mellinger (1967) reported that the mothers' stated during interviews that their children who had experienced RTAs demonstrated an increased display of disciplinary problems and aggressive behaviors in the home. In addition, Manheimer and Mellinger found that child victims were more likely to engage in fights and have discipline problems in school.

Research studying the assessment and treatment of the psychological needs of children following a traumatic event, such as an automobile accident, has been relatively neglected (Tehrani, 2004). A recent study found that 108 adolescents attended to in the emergency

departments of hospitals, following a traumatic injury, 19%-32% suffered from PTSD (Zatzick et al., 2006). Smith et al. (2007) offered further support for the aforementioned studies and concluded that few RTA victims have their psychological needs attended to either in the hospital or after release. Often the families of injured children find it difficult to identify and access the necessary treatment information and support (Tehrani, 2004). Within the same study, Tehrani (2004) noted that addressing the psychosocial needs related to trauma is a complex problem that calls for the involvement of many professionals.

The research conducted by Stallard et al. (2001) focused on coping strategies in children involved in RTA's and was undertaken in order to determine how children deal with trauma following the event. The study recommended that treating professionals should develop more complex ways of assessing coping strategies for children following traumatic events. Of the 107 children interviewed, at an average of 41 days post-accident, 42 children were identified as experiencing symptoms of anxiety and depression.

Tricky and Black (2000) report that even minor trauma can lead to significant psychological difficulties. These researchers found that treatment immediately following the event might help prevent future adverse psychological consequences. The study suggested that children who feel helpless or trapped, or witness the injury or death of another person, might be particularly vulnerable to suffer from the long-term effects of depression and anxiety. Tricky and Black added that the family environment is an important consideration in predicting the long-term effects in children.

### **Emergency First Responders**

First Responders (FRs) are the first professionals to interact with child victims involved in RTAs. They are in a unique position to help minimize the suffering of victims, and by treating

children in a supportive manner can greatly reduce the stress associated with traumatic events (Ko et al., 2008).

Research describes a traumatic event as having a devastating impact on the child, altering physical, emotional, cognitive and social development (Perry, 2003). At the time of an automobile accident, receiving treatment from the emergency responder was found to be a significant part of the accident experience (Salter & Stallard, 2004).

One tragic example involved Columbine High School following the shooting rampage in 1999. Two Columbine students shot and killed 12 students and one teacher and injured 24 other students and staff. Immediate and long-term intervention was provided to all the individuals that were directly impacted by the tragedy. The resulting research supported the success of rapid intervention, as well as the need to provide education and training to emergency personnel (Levy et al., 2004).

"Psychiatric problems are frequent after road traffic accidents. An immediate intervention following trauma or psychological debriefing has been widely recommended as a means of helping with initial distress and also of preventing later PTSD" (Mayou, Ehlers & Hobbs, 2000, pg. 589). As a result of this research one could conclude that, by exploring methods to help children cope during traumatic situations, emergency personnel may become better equipped to reduce the stress children experience in the aftermath.

Very few FRs have received any formal training to address the complexity of a child's psychological needs following a crisis. Salter and Stallard (2004) studied young people's experiences with emergency medical personnel. It was reported that negative experiences outnumbered positive experiences. In recalling the accident, the children expressed fear, uncertainty and a perceived level of stress demonstrated by the emergency service provider.

These researchers concluded that negative perceptions could be improved with training specifically geared to child victims (Salter & Stallard, 2004).

In 2004, the California Governor's Office of Emergency Services Law Enforcement and Victim Services Division (LEVSD) received a grant to create a California Victim Assistance Academy (Muscat, 2008). The CVAA is a 40 hour program designed to train law enforcement officers in providing care for child and adult automobile accident victims. The program was the result of survey data, which assessed the knowledge, and skill-based needs of those working with victims. The program content was developed from feedback solicited from over 2000 participants who had been the victims of an auto accident. The LEVSD program includes training related to the specialized needs of children who have experienced RTAs. Law enforcement officers have indicated in past studies that education was crucial in order to provide better service to citizens (Muscat, 2008).

Program "One on One: Connecting Cops & Kids" is a collaboration between law enforcement, communities, mental health professionals, and filmmakers who create training materials for police officers to aid in their work with children and teenagers. The partners for this project include three urban police departments: New Haven, Boston, and Pittsburgh. "As first responders to most calls for service, police officers have a unique opportunity in times of turmoil to offer comfort, security and support to children and families. Positive interactions with children can improve officer safety and prevent crime" (www.fci.org, 2009,¶1).

The aforementioned research demonstrates a variety of perspectives all with the underlying message that child victims of RTAs require specialized support. Citizens have reported a negative perception of the response of law enforcement officers to children at the scene of an accident. In an effort to alter this perception, training sessions have been created for

law enforcement to ensure a positive image is portrayed both physically and verbally to the citizenry (Clark, 2007). Specifically related to children, items such as books, teddy bears and blankets are useful tools to provide comfort and ease the stress of a traumatic event. As part of the training law enforcement officers are instructed as to how and when to utilize the comfort items (Clark, 2007). An excellent example is the book backpacks provided by WWH to local law enforcement. The ultimate goal is to reduce the fear and alleviate the stress for a child during an emergency.

According to Daniel Clark, Psychologist, Washington State Patrol, "It is incumbent upon visionary administrators to find ways to provide for the psychological well-being of their law enforcement officers so that these officers can continue to provide their valuable service" (Clark, 2007, p.1). Included in this effort should be an emphasis on helping children and the long-term implications of both their psychological as well as emotional well-being. By proactively addressing the needs of child victims, law enforcement will be better prepared to handle traumatic situations, resulting in an overall positive experience for child and officer alike.

In 2001, the National Child Traumatic Stress Network (NCTSN) was established by a federal grant from the Department of Health and Human Services. The goal was to raise the standard of care and provide accessibility to services for traumatized children and their families. This legislative initiative (NCTSN) was based on strong support from both healthcare professionals and experts in the field of child trauma. The NCTSN has created instructional materials for emergency response professionals which include training in childhood traumatic grief and psychological first aid (Pynoos et al., 2008).

The NCTSN supports a positive intervention for child victims and noted that there are many traumatic elements of pediatric injury both during and after the crisis. The aftermath of an

injury may result in additional stress factors for children. Organizations are beginning to respond with programs developed to provide resources and assistance to aid the child's family in coping with the results of the trauma (<a href="www.nctsnet.org/nccts">www.nctsnet.org/nccts</a>, Mission and Vision, 2009).

Lyubomirsky, King and Diener (2005) researched the benefits of positive affect. Their study concluded that individuals tend to lead more productive lives when they experience positive emotions. In times of crisis, the nature of the interaction between emergency personnel and children can adversely affect the child for life (Lyubomirsky et al., 2005). "When properly trained, police are able to offer assistance through a community network that has the capability of providing children and families the services they need most" (www.fci.org, 2009,¶1).

### **Community Initiatives for Children in Crisis**

There are numerous community-based organizations that provide support for children and their families in times of crisis. The following organizations are offered as examples of positive efforts being provided today:

*Project Smile*: Nonprofit organization that donates stuffed animals, coloring books, crayons, toys, and reading books to police and fire departments to give to children involved in traumatic situations. Catherine Pisacane, Founder, Project Smile is quoted as saying, "A stuffed animal may be small, but its significance is huge" (Pisacane, 2005, ¶2).

"With Wings and a Halo": Nonprofit organization that provides backpacks containing age appropriate books for children to police officers and first responders. The backpacks are intended to be used to comfort children at the scene of an accident, fire, domestic disturbance, or other stressful situation. Paul Gilbertson, Founder, "With Wings and a Halo", says of the organizational mission "Our goal is to put a smile on the face of a child in the time of need," (Gilbertson, 2008, ¶1).

Kevin Easter Cops for Kids: Nonprofit organization providing crime prevention programs. The program recruits law enforcement personnel as mentors for children in Big Brothers & Big Sisters. In addition, the organization provides assistance for families during holiday seasons. The mission is, "To ensure all children, regardless of circumstances are provided the basic necessities that all children should enjoy...Strengthen the relationship between law enforcement and the communities they serve" (Thomas, 2009, ¶5).

Cops-n-Kids: Over 250,000 books have been distributed through this organization. The simple mission with a big vision is to, "Enable and empower all children to strive towards the fundamental successes in life through recognition of the importance of reading" (Witherspoon, 2009, 1).

The aforementioned community initiatives are representative of organizations striving to provide services to aid children in crisis. The common theme throughout is law enforcement, treatment professionals and emergency personnel, coming together with the community to make a difference in the lives of children.

### Methodology

A case study methodology was used to conduct this research study. "Case study research is a qualitative approach in which the investigator explores a bounded system (a case)...over time, through detailed, in depth data collection involving multiple sources of information" (Creswell, 2007, p. 73). The purpose of the project was to evaluate, from the perspective of first responders, the impact of the "With Wings and a Halo" backpack program on children in crisis. A survey was conducted at the Milwaukee County Sheriff's Department Patrol Division.

The Patrol Division serves the community by patrolling county parks, neighborhoods, and freeway system. The division works together with citizens to prevent, reduce, and control

crime in Milwaukee County. The functions of the Patrol Division include accident investigation, motorist assistance, patrolling construction zones, partnership with the state patrol to monitor the bus system, removal of drivers that are operating while intoxicated (OWI), and staffing for special events such as parades, festivals and fireworks ("Milwaukee County Sheriff's Department," 2009).

Research subjects were limited to 20 Milwaukee County Sheriff's deputies assigned to the Targeted Enforcement Unit (TEU). A Sheriff's Department Lieutenant, who had participated as a member of Future Milwaukee, provided support by assisting in obtaining permission for the survey to be conducted within the department. The participants surveyed have book bags from WWH in their squad cars to distribute to child victims of automobile accidents.

The purpose of the survey instrument (Appendix A) was to:

- Examine subject awareness of "With Wings and a Halo" (WWH)
- Gain an understanding of personal experiences with the distribution of books to children in crisis
- Elicit information from the participants perspective as to whether the book distribution to child victims is a worthwhile effort
- Obtain opinions relating to the positive acts of emergency first responders and the effect on children in crisis
- Identify problems or concerns specific to children following RTAs

Prior to conducting the survey, Institutional Review Board (IRB) approval was sought through Marquette University's Office of Research Compliance. Participants were contacted when Marquette University's Institutional Review Board granted permission to conduct the survey.

By utilizing survey methodology a higher response rate was achieved and provided for greater diversity among interview subjects. Researchers use survey methodology to gather

information from a sample population in order to construct qualitative statistics (Groves et al., 2004). By administering a survey, as opposed to face-to-face interview design, this researcher was able to reach a larger sample population and elicit a wider variety of responses. In addition, Milwaukee County Sheriff's Department administrators suggested a survey format in order to accommodate time limitations due to shift change staffing requirements within the department.

After contacting a representative from the Milwaukee County Sheriff's Department, the researcher explained the purpose of the study. An interview date and time was established. A copy of the survey, consent form, and letter of introduction was sent via email to each subject one week prior to the administration of the survey.

The request for survey participants was announced at a scheduled roll call arranged through a Milwaukee County Sheriff's Department administrator. The Consent Form (Appendix B) was discussed with the participants at the time the survey was administered. The interview subjects were informed that participation was voluntary, that they could decline to answer any question and could withdraw from the study at any time. If a subject withdrew from the study within 30 days of the data collection the survey would be destroyed. No surveys were destroyed and all participants completed the study.

Survey subjects were recruited based on their familiarity with child victims of RTA's and access to WWH backpack materials. Participants were provided with a paper copy of the Notification to Employees (Appendix D) requesting their voluntary participation in the study. The date and time of the survey was included in the notification letter, as well as the purpose of the research.

### **Survey Design**

The survey instrument (Appendix A) and the Marquette University Agreement of Consent for Research Participants (Appendix B) were distributed to the research subjects at the Milwaukee County Sheriff's Department. All subjects included in the final survey were voluntary participants who signed and agreed to the information provided in the Consent Form.

Following an introduction and overview of Future Milwaukee by the shift supervisor, this researcher explained the purpose of the study, study procedures, amount of time to complete the survey, and the risks/benefits of the study. The researcher further explained how participant confidentiality would be coded and protected. In order to preserve anonymity, the participants did not include their names on the survey form. Each survey was given a unique number for identification purposes. The researcher asked the participants to carefully read the consent document and ask any questions regarding the study. All of the original participants submitted completed surveys for inclusion in the research.

The survey instrument design employed semi-structured questions and participant responses were logged onto a Microsoft Excel spreadsheet. Responses were subsequently coded, tallied, and entered into a database. According to Floyd J. Fowler (2002) there are two kinds of errors that occur during the translation of the data. The first is transcription errors, and second, coding decision errors. Transcription and coding errors were controlled by visually verifying for accuracy. The survey data is stored in a locked file drawer of the researcher. The data will be kept for a period of three years and will not be used for future research purposes. When the research is no longer needed, written work will be shredded and electronic data will be deleted.

Participants were asked 12 questions in order to gather knowledge, usage, and level of satisfaction with the "With Wings and a Halo" program. In addition, individual perceptions of the benefit of positive acts towards children in crisis were captured.

### **Participants**

A total of 20 surveys were distributed and the participant response rate achieved was 100%. The survey participants' demographic information is representative of the department's total workforce (Appendix C). Eighty-five percent (n=17) of the participants were men and 15% (n=3) were women. Survey participants were asked to identify their age. The majority of the participants were between the ages of 30-39 (65%); 30% were between the ages of 40-53; 5% did not self identify.

### **Results**

The results from the survey provided the opportunity to gain an understanding from the perspective of law enforcement of the effectiveness of the "With Wings and a Halo" backpack program. The survey also addressed the benefit of positive acts on children at the scene of a RTA. The participants were all law enforcement officers who had direct contact and provided at the scene of the accident support to children.

### Awareness of "With Wings and a Halo"

Eighty percent of the participants indicated that they were aware of the organization, "With Wings and a Halo." In addition, 95% (n=19) acknowledged currently or previously having a book bag in the trunk of the squad car to be used during an accident or crisis. However, 20% of the participants indicated that they did not know that WWH had provided the books.

## **Utilization of Book Bags**

When asked, "Have you ever distributed a book to children in crisis?" Sixty five percent (n=13) responded, "Yes." If the respondent answered, "Yes" the follow-up question was, "How did the child respond?" (See Table 1)

Table 1

Participant Responses of Children Receiving Books

Participant #	Comment
1	Calmed them down while we got the vehicle out of traffic, and got the tire changed
2	Lost child
4	Every child loved it, parents too
5	It calmed the child down
7	Took mind off father being arrested
8	Seemed to comfort them during the situation
12	Cheered the kids up
13	Usually a smile and a big thank you from the parents
14	Child well; parent not so good
15	Children love books! It is almost an instant comfort to them when they see big colors
16	No child has turned down a book, unfortunately sometimes we have parents who are upset and think we are bad guys and won't let the child have
19	Favorably
25	No feedback provided

Participants were asked, "Do you believe that books distributed to children in crisis is a worthwhile effort?" A majority of the respondents 95% (n=19) answered "Yes" and the

remaining 5% (n=1) left the question blank. The respondent that left the question blank further commented, "Since the start of this program, I have not had the opportunity to use this resource. As such, I cannot comment on its effect." The support for providing books to children was overwhelmingly positive. Every respondent who had distributed the books felt it had been worthwhile.

### **Positive Acts and Children in Crisis**

To the question, "Do positive acts affect children in crisis?" Ninety percent (n=18) of the survey participants responded, "Yes." (See Table 2)

Table 2

Participants Comments

Participant #	Comment
1	It is easier dealing with situations when kids aren't screaming
2	It gives them a little sense of security
3	Allows them to see police in a positive light
4	Diverts their attention from the problems at hand. Sometimes, I have been told it's the only book that the child owns
5	I believe it gives the child a chance to see us in a different light
6	It could keep them distracted for a short time
7	It gives the child a positive experience in a negative situation
8	I feel they keep the children from looking at the officer in a negative light
11	It can calm a child who is scared or otherwise fearful of police to show them we (Officers) are friendly and there to help
12	It takes their minds off of the crisis
13	It takes them out of the situation at hand sometimes. It makes our jobs a little easier because parents don't have to calm down a child as much and can talk more with us, i.e., accident scene.
14	Makes the situation a positive experience for the child
15	Gives the kids something to focus on other than the crisis
16	All positive actions affect children in crisis. These actions can calm down children on scene of accidents or crime
17	It can take their mind off of a bad situation and let a child know that law enforcement is looking out for their best interest
19	To help improve the image to the children of law enforcement
25	They change the way children feel about law enforcement. It also allows the officer to feel good about helping the child with something tangible especially when dealing with arresting parents
29	It allows the children to focus on something pleasant as opposed to the crisis they are currently living through

#### **Discussion and Narrative**

Through the use of case study methodology, it is the intent of this researcher to tie together the responses of the survey participants with the literature reviewed on children and RTAs. The following discussion will concentrate on the participants' viewpoints regarding children and trauma.

### **Children and Traffic Accidents**

Each of the participants had experience with children and traffic accidents as part of his or her daily work responsibilities. The Patrol Division's responsibilities include the following: accident investigations, disabled vehicles, impaired drivers (alcohol or drugs), and patrolling construction ("Milwaukee County Sheriff's Department," 2009). In each case, families with children may be involved. This gives law enforcement a unique perspective that few ever experience. Zelenko & Benham (2002) have described the result of trauma as devastating for a child. All of participants have a keen understanding, through first-hand experience, of what a child goes through when his parent or caregiver is unable to provide comfort at the scene of a RTA.

### **Psychological Impact on Children in Road Traffic Accidents**

Those survey participants, who provided children with books at the scene of an accident, described their thoughts on the result of their actions as "calming them down," "taking their mind off of father being arrested," and "cheering the kids up." The comments also support the research by Mayou et al. (2000), suggesting that providing help with the initial distress may prevent later psychological symptoms.

Law enforcement officers are often the first to attend to children in crisis putting them in the unique position of affecting the child's emotional well-being (Ko et al., 2008). However, due

to the complexities of children's psychological needs formal training is a necessity that is often ignored. It was suggested to this researcher during the survey distribution that a lot of the deputies are young and have limited exposure to children. Without formal training, it can be difficult to "know" how to interact with a child during a traumatic situation. Respondent #1 commented, "It is easier dealing with situations when kids aren't screaming."

### **Support for Children Post Trauma**

At the scene of an accident, where life and death are at stake, the child is one element of the emergency responder's scope of responsibility. The complexity of the issue is intensified when children come from diverse backgrounds and experiences with the law. The National Child Traumatic Stress Network (NCTSN) founded in 2001, provides training tools for law enforcement professionals who interact with child victims. This program strives to raise public awareness of the scope and serious impact of trauma on a child.

The method of interaction between emergency personnel and children can affect the child for life (Lyubomirsky et al., 2005). In order to provide support, the emergency responder needs to build trust with the child. Respondents 3, 5 and 8 commented that providing the child with a book at the scene gives the child a chance to see law enforcement in a different or positive light. One participant commented, "Some of the kids we deal with have been taught that police are bad. They will take your mom or dad away!" Respondent 25 echoed the remark by stating, "A kind act changes the way the child feels about law enforcement, especially when dealing with arresting the parent or caregiver." These comments, from survey participants, suggest an opportunity to improve negative citizen perceptions of law enforcement.

### **Community Initiatives for Children in Crisis**

Within the last eight years, several nonprofit organizations around the country have been formed to assist law enforcement in their work with children. These organizations provide children with stuffed animals, books, coloring books, and toys, all with the same goal—to help children in crisis. Not only does the child benefit from these efforts, but the law enforcement agency does as well, by demonstrating a positive image within the community.

The Milwaukee County Sheriff's Department has been working as a community partner with WWH for the past year on "Operation Back Packet" with the goal of delivering books to children in crisis (personal communication, D. Hughes, September 9, 2008). Of the respondents, 40% (n=8) had participated in book drives, and expressed that the experience was worthwhile. Respondent 25 commented, "It felt as though I was truly making a difference." This research demonstrates law enforcement's renewed interest in community engagement.

### **Positive Reinforcement and Children**

Feedback from the participants indicated that the positive acts of providing books, as a comfort tool to children, are meaningful. Respondent #14 summed it up by stating, "Positive acts make the situation a positive experience for the child." Several other participants concurred and Respondent #15 stated, "Makes kids feel better and also the officer."

Many of the programs that exist across the country have been designed to make a positive difference in the lives of children. The Cops-n-Kids program reports that the children that participate in their program experience positive interaction with law enforcement to build a more trusting relationship (Witherspoon, 2001, ¶3). While the long-term effectiveness of these programs has yet to be studied the feedback from children and their families has been positive.

An unidentified State Trooper shared the following with Paul Gilbertson, the founder of WWH:

It was December 25<sup>th</sup>, last Christmas when I was called to a truck rollover just north of the Dells. Apparently, they were driving an F150 extended cab when it lost control and rolled several times over and over. There were four occupants in the car...a man and his wife in the front seat and a Grandmother and her granddaughter in the back seat. The Grandmother was thrown from the car and died at the scene of the accident...and the young girl was standing there when he arrived, speechless and in shock! The trooper grabbed his backpack of books from his squad and handed them to the young girl who immediately clung to them and shifted all of her focus to them and carried them with her into the ambulance when it arrived...the Trooper couldn't believe how quickly the young girl took to the books...then he commented to me...this program really works doesn't it? (P. Gilbertson, personal communication, November 6, 2009).

### **Study Limitations**

As with most research there were areas that suggest improvement. The time allowed for the survey responses was limited and may have resulted in incomplete responses. It would have been helpful to have scheduled the process to allow for a more relaxed pace. In addition, without time constraints the survey instrument could have included questions intended to further the study regarding the interaction with children at the scene of accidents. It may have been a helpful addition to collect data regarding the number of years the participants had worked in the Patrol Division and the number of years they had been with the Sheriff's Department.

There is the possibility of personal bias on the part of this researcher. The present researcher has personal knowledge of the results of an RTA on a child, and has controlled for it by consciously removing bias from input. However, unintended bias cannot be ignored.

Lastly, in terms of the research instrument, interviews instead of surveys would have provided the opportunity for follow-up questions, allowing for a greater depth of understanding of the effectiveness of positive acts. While the survey allowed for several responses in a short amount of time, interviews would have been the preferred method.

#### Conclusion

A review of the literature, when combined with the results of the present research, provides compelling evidence that children in crisis do indeed benefit from positive acts. The goal of the present research is to raise awareness that help is needed from the community to support law enforcement in these efforts.

Organizations such as "With Wings and a Halo" are broadening their programs from being statewide programs, to regional and beyond. Currently the state of Wisconsin has requested that WWH provide law enforcement with an additional 7,000 books. In addition, WWH has started satellite units in Illinois, Minnesota and Iowa.

Looking ahead, law enforcement leaders will need to advocate for innovation and change to provide them with new methods for supporting children in times of crisis. Training emergency personnel in the unique emotional and psychological needs of children will potentially enable children to leave the scene of an accident relieved of some degree of anxiety and stress. In addition, the well-being of the responder will improve as a result of providing children with some measure of comfort. In terms of the organizations that exist today—greater community awareness and financial support will be required to ensure sustainability.

#### **Future Research**

Additional research will be needed to determine the long-term effects on children following RTAs. Today, research specific to RTA's, children, and emergency responders is limited.

Future areas of research should include a varied sampling of emergency responders, fire departments, emergency medical technicians, "flight for life" teams, etc. The responses of emergency personnel, not associated with law enforcement, could potentially provide distinctly different experiences. In addition, it would be helpful to elicit information from other law enforcement agencies (i.e., state patrol and local police departments) to determine if the experiences of law enforcement were shared across departments. In that same vein, studying the responses of law enforcement in other counties could provide a wider range of data.

Included within this research topic is the child's recovery atmosphere following a RTA.

This would greatly benefit those treating professionals concerned with the long-term consequences of trauma to children. It is the hope that this study stimulates future research involving children, RTAs and the relationship with the emergency responder.

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### Appendix A

Survey #

	"wun wings and a Halo" Survey	
1.	. Please list your job title/position:	Date : PI Initials
2,	Age:	

- 3. Are you aware of the organization, "With Wings and a Halo"? Yes/No
- 4. Have you participated in a book drive? Yes/No
- 5. If yes, please describe the experience:
- 6. If yes, was the book drive a valuable experience? Yes/No
- 7. Please describe your previous answer:
- 8. Do you currently, or have you previously had a book bag in your squad car?
- 9. Have you ever distributed books to children in crisis?
- 10. If yes, please describe how the children responded
- 11. Do you believe that a book distributed to a child in crisis is a worthwhile effort?
- 12. Do positive actions (such as law enforcement providing books or teddy bears) affect children in crisis? Please explain your answer.

Comments:

### Appendix B

# MARQUETTE UNIVERSITY AGREEMENT OF CONSENT FOR RESEARCH PARTICIPANTS Benefit of Positive Affect on Children in Crisis

Justine Paprocki

College of Professional Studies



You have been invited to participate in this research study. Before you agree to participate, it is important that you read and understand the following information. Participation is completely voluntary. Please ask questions about anything you do not understand before deciding whether or not to participate.

PURPOSE: The purpose of this research study is to determine the affect of "With Wings & a Holo" backpack program on Children in Crisis. The mission of With Wings & a Halo – R.E.A.C.H. a Child! is "to put a smile on the face of a child in the time of need." They reach out to children by placing approximately 10-12 children's books in red backpacks placed in police officer and first responder vehicles to be used to calm children at the scene of an accident, fire, domestic disturbance or other stressful situation. Currently books are in over 4,000 squad cars and ambufances throughout all 72 counties in Wisconsin and part of Illinois. Recent requests for books have launched the organization into a time of expansion, with a goal of collecting 100,000 books as well as \$50,000 in funding to supply an additional 100,000 books and red backpacks in the States of Wisconsin and Illinois. You will be one of approximately five participants in this research study.

**PROCEDURES:** If you give consent you will be asked a series of questions pertaining to how you view the "With Wings and a Halo" program on Children in crisis and to provide basic demographic information. If you do not feel comfortable participating in the interview the session will conclude. If you do not feel comfortable answering specific questions you are allowed to skip questions or end the interview.

You may be audiotaped during the interview to ensure accuracy. If the interview is recorded you will be so advised. If recorded, the tapes will later be transcribed and destroyed after three years beyond the completion of the study. For confidentiality purposes, your name will not be recorded.

DURATION: Your participation will consist of one 30-45 minute semi-structured interview, with a possible fifteen minute follow up if clarification is needed.

RISKS: The risks of participating in this study are no greater than you would experience in everyday life. If you are uncomfortable answering any of the interview questions, you can skip those questions.

BENEFITS: This study may benefit individuals in the Milwaukee County Sheriff's department by providing research into the effective means of positively impacting children in crisis.

CONFIDENTIALITY: All information you reveal in this study will be kept confidential. All your data will be assigned an arbitrary code number rather than using your name or other

Participant Initials

information that could identify you as an individual. When the results of the study are published, you will not be identified by name. Individual quotations may be used, however, your name will not be associated with those quotations. The data will be destroyed by shredding paper documents and deleting electronic files three years after the completion of the study.

Jeanne Paprocki, the Principal Investigator, will keep your consent form. The form will be kept in a looked cabinet in her home. No one else will have access to the consent form.

Your research records may be inspected by the Marquette University Institutional Review Board or its designces, and (as allowable by law) state and federal agencies.

VOLUNTARY NATURE OF PARTICIPATION: Participating in this study is completely voluntary and you may withdraw from the study and stop participating at any time without penalty or loss of benefits to which you are otherwise entitled. If you withdraw from the study within thirty days of the interview the data collected about you will be destroyed. After thirty days it may not be possible to remove your data from the research database.

CONTACT INFORMATION: If you have any questions about this research project, you can contact Jeanne Paprocki at 414-232-7632. If you have questions or concerns about your rights as a research participant, you can contact Marquette University's Office of Research Compliance at 414-288-7570.

I HAVE HAD THE OPPORTUNITY TO READ THIS CONSENT FORM, ASK QUESTIONS ABOUT THE RESEARCH PROJECT AND AM PREPARED TO PARTICIPATE IN THIS PROJECT.

Participants Signature	Date
Participants Name	-
Researcher's Signature	Date



# Appendix C

# Participant Demographics

Participant #	Title	Gender	Age
1	Deputy Sheriff	M	53
2	Deputy Sheriff	M	50
3	Detective	M	44
4	Deputy Sheriff	M	41
5	Deputy Sheriff	M	33
6	Deputy Sheriff	M	36
7	Deputy Sheriff	M	30
8	Deputy Sheriff	M	34
9	Deputy Sheriff	M	40
10	Deputy Sheriff	M	37
11	Deputy Sheriff	F	37
12	Deputy Sheriff	M	31
13	Deputy Sheriff	M	36
14	Deputy Sheriff	F	Not Given
15	Deputy Sheriff	M	34
16	Deputy Sheriff	F	32
17	Deputy Sheriff	M	35
19	Deputy Sheriff	M	36
25	Sergeant	M	34
29	Detective	M	47

### Appendix D

Survey Email
February 13, 2009 Sample

Dear ,

I will be visiting the Traffic Bureau on February 18, 2009 to conduct a brief survey to be used for research.

The purpose of this study is to assess the successfulness of the "With Wings and a Halo" program within the Milwaukee County Sherriff's Department. The mission of "With Wings and a Halo" is to reach out to children that have experienced some sort of crisis through the magic of reading. As a member of Future Milwaukee, I am part of a team that has adopted "With Wings and a Halo" as our core service project, and are helping the organization coordinate a city wide book drive to gather at least 2500 new and used books. I am collecting data as part of my professional project at Marquette University.

The research questions are, "Have you participated in the program?" and "What was the outcome to the child receiving the book?" Does this positive act affect children in crisis?

This is a qualitative research study designed to document the need for this program, through the eyes of the emergency personnel in Milwaukee Wisconsin. All subjects will meet once, individually or in a group with the PI for approximately fifteen to thirty minutes. During the survey a semi-structured format will be employed. This will allow for each interview subject to provide his or her perspective on assisting children in crisis. There may be a need for a follow-up interview for the purpose of clarification.

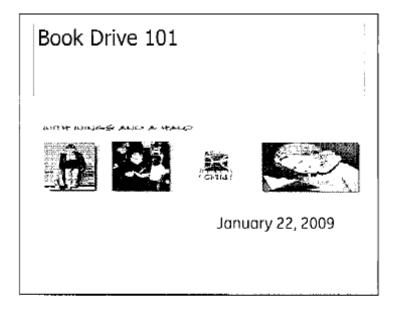
I have attached the survey, as well as the consent form for your perusal.

If you have any questions, please don't hesitate to call me at (414) 232-7632.

Sincerely,

Jeanne Paprocki

## Appendix E



# Agenda

Introductions

Organization Overview

History

Partnerships

Book Drive - How to have a Successful Event

Step by Step Plan

Book Drive Tips

Motivation

How Can I Help?

Pilots

Book Orives

Donations

How to be a Great Valunteer

Who will you recruit?

Q&A

1/ Future Milwaukee 2009

# Future Milwaukee





(i)

Leadership skill development: working in a leaderless team environment on two projects within the class year provides experience in taking ownership and succeeding in a tourn environment. Participants are formally assessed prior to and after the program to measure the development of their leadership skills.

Understanding community issues: a number of class sessions each program year are devoted to exploring the issues facing our community, covering such topics as education reform, economic and business climate, racism and diversity, and community image. Topics change as community

Practical experience working with community issues: participants work in teams for the final four months of the program, implementing a real-life project for existing community-based organizations.

interact with diverse points of view; the mix of class participants and the program's emphasis on issues contribute to a better understanding of diverse viewpoints.

# Introductions



### Dan Hughes

- Luture Milwaukee Learn Member this hand and Father of S. Children
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   SWAT Team Member
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   South MII
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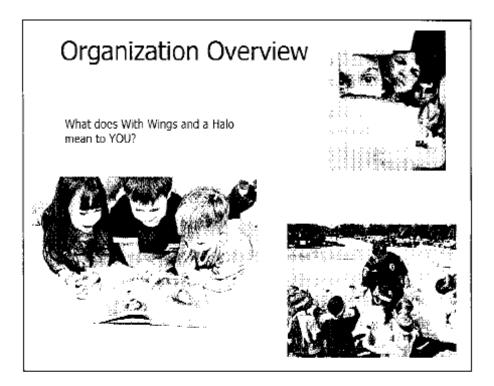
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### Jeanne Paprocki

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- Wauwatosa, WI

Now tell us about YOU!



# Book Drive

- How to have a successful Book Drive
- Step by Step Plan
- Tips

# Step by Step Plan....

#### WITH WINGS AND A HACO

#### It's as easy as 1, 2, 3...

Step do on your wall Length one many books and brido lars you would like to collect it your sook dance or all then begin to approve the word. More Brick Dive organizers so to good to collect you brooks Sudnig overweek not least in process.

Step 2 Pigity a List.
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### WITH WINGS AND A HALD

### Sample E-Mail/Letter:

### Daurmenes and colleagues.

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## Creative Ideas to Collect Dollars:

- Auction
- "Dress Down Day" in the Office \$5.00 per participant.
- Sponsor a BBQ, Luau or Pasta Lunch or Dinner Charge Admission.
- Bake Sale
- Wine Tasting
- Rummage Sale
- Comedy Night
- Car Wash
- Ask 20 people for \$25 each = \$500.00 or 500 BOOKS!
- Turn presents into profits by gift wrapping at the local book store for tips

# Motivation

How many children every day are affected by traumatic events where law enforcement is involved?

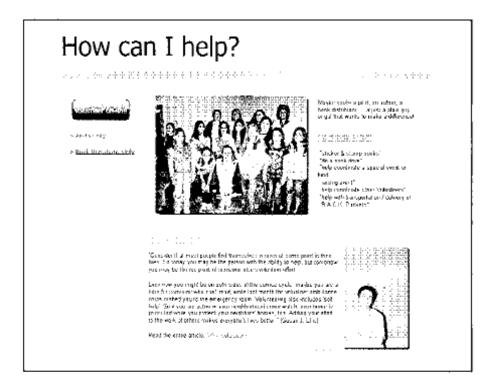
- Domestic Situations
- Abuse (physical, sexual, mental)
- Child abduction or recovery
- Serious injury or fatal car accidents
- Homicide

How do Law Enforcement officers respond on scene to these troubled or upset children?

- Apprehensive
- Doesn't know how to relate (no experience with kids of their own)
- Doesn't know how to deal with children who are taught that "Police are bad", "don't talk to them, they will take you to jail" Need to figure out on the fly how to take focus of the children
- off of the incident at hand and onto something else.

What tools have officers been given to help these children in a time of need?

Officially - None, until now!



### How to be a Great Volunteer....

Volunteering involves giving your time to an organization, but great volunteers also give a part of themselves! A great volunteer:

- Is loyal to the mission of the organization and aware of the positive results of the programs.
- Is willing to learn something new... and try something new! This could include a new skill, a new task, or meeting new people (for example, older adults or people with disabilities).
- Is open to the possibility of change, both within themselves and in the people trey encounter while volunteering
- Will take initiative in finding ways to be helpful.
- Shares skills, energy and onthusiasm on the volunteer assignment.
- Can communicate their needs and concerns about the volunteer experience.
   They ask questions whenever necessary.
- Is realistic about the time they have available to volunteer.
- Is flexible! Things may change from week to week, and volunteering may not be exactly what you throught, so be flexible. Volunteering may be better than you ever imagined!
- Takes commitment seriously, keeps appointments and schedules, or calls in advance to make any necessary changes;

# Make it Happen Today!

- How will you recruit?Describe a successful event....

Q & A

Appendix F

# WITH WINGS AND A HALO

# Book Drive 101: A How-To Guide to Organize a Book Drive

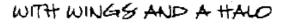












### Congratulations, and Thank YOU!

Thank you for agreeing to organize a Book Drive to benefit With Wings & A Halo - R.E.A.C.H. a Child. Your efforts will go a long way in supporting our mission "to put a smile on the face of a child in the time of need." The books and dollars raised through your Book Drive will help place 10-12 children's books in every police car and first responder vehicle throughout Wisconsin and Illinois. These books are used to calm children at the scene of an accident, fire, domestic disturbance, or other stressful situation.

This guide is designed to help you to meet and exceed your goal, and provides simple ideas and helpful hints so that you can launch a Book Drive successfully.

If you have any questions or would like suggestions, please visit their website at <a href="www.withwingsandahalo.org">www.withwingsandahalo.org</a> us by calling (866) (992-6324) or send an email to <a href="mailto:paul@withwingsandahalo.org">paul@withwingsandahalo.org</a>

## Top Three Reasons to Organize a Book Drive

- 1. Studies suggest that between 3.3 10 million children witness some form of domestic violence annually.
- 2. More than half of female victims of intimate violence live in households with children under age 12.
- 3. Children who witness family violence are affected in ways similar to children who are physically abused and are often unable to establish nurturing bonds with either parent.

### WITH WINGS AND A HALO

## It's as easy as 1, 2, 3...

### Step 1: Set Your Goal

Decide how many books and/or dollars you would like to collect in your Book Drive, and then begin to spread the word. Most Book Drive organizers set a goal to collect 500 books during a 2-week collection period.

### Step 2: Make a List

Who do you know? Make a list of everyone, including your friends, family members, coworkers, neighbors and local businesses that you frequent. Do you know people who have been affected by fire, crime, or domestic violence? Ask them to make a difference. Don't forget members of any hobby clubs or professional organizations you belong to as well!

### Step 3: Make it Happen!

- Send an e-mail announcing the Book Drive asking everyone you know to join your efforts. It may be convenient for others if you put a collection box outside your door.
- Contact the local newspaper and ask them to write a story about your efforts.
- Approach a local library, school, church or store and ask that they serve as a collection spot.
- Write an article in the employee newsletter.
- Announce the Book Drive at a staff meeting.
- Hang posters in the office lunch or break room.
- Recruit 10 friends to collect 50 books each at their places of employment.

### Creative Ideas to Collect Dollars:

There are plenty of unique and creative ideas to help raise dollars that can then be used to purchase books at a discounted \$1 per book cost, including:

- Auction off items unique to your office or home. For example, auction off the best parking spot in the parking lot, lawn mowing services, or snow removal.
- Offer 'dress down days' in your office for \$5 per day of participation.
- Hold a BBQ, luau or pasta lunch or dinner and charge an admission fee.
- Organize a bake sale, wine tasting, rummage sale, comedy night or car wash.
- Ask 20 people for \$25 each = that's \$500, or 500 books!
- Turn presents into profit by wrapping books at the local bookstore for tips.

## WITH WINGS AND A HALO

## Sample E-Mail/Letter:

Dear friends and colleagues,

I am truly grateful for the many wonderful opportunities that I have had this year. To show my gratitude, I'm going to do something very special for *With Wings and a Halo*, an organization with an incredible goal of placing 10-12 children's books in every single police car and first responder vehicle in Wisconsin and Illinois. These books are used to calm children at the scene of an accident, fire, domestic disturbance, or other stressful situation.

I will be collecting books over the next 2 weeks, and I invite you to donate <u>new or gently</u> <u>used books suitable for any child ages 2 to 16</u>. Simply drop your books off at *<insert* collection location>, or call me at *<insert* telephone number here> and I will be happy to pick up your donation.

You can also contribute money - every dollar donated will be used to purchase a brand new book provided to With *Wings and a Halo* at a discounted rate of only \$1 each!

Thank you in advance for putting a smile on the face of a child in a time of need.

Sincerely,

<insert your name here>

PS. My goal is to collect *<insert goal here>* books by *<insert collection deadline here>*. Please help me reach that goal!

### The ABCs of Who Could House a Borb:

- A Accountant, Attorney, Airlines
- B Bakery, Bank, Bar, Bands, Barber, Boutiques
- C College Friends, Co-Workers/Colleagues, Caterers, Country Club, Coaches
- D Dry Cleaners, Doctors, Dentists, Department Stores
- E Eye Care Professional, Electrician
- F Fraternities, Family Members, Florist, Friends
- G Grocery, Gas Station, Golf Course
- H Health Club, Hair Dresser, Hotel
- I Interior Designer, Insurance Agent, Ice Cream Store
- J Jewelers
- K K-Marts and other Discount Stores, Kiwanis, Key Club
- L Limousine Service, Lions Club
- M Manicurist, Masseuse, Mailman, Movie Theatres
- N Nutritionist
- O Orthodontist
- P Professors, Printing Companies, Parents' Friends/Work Contacts
- Q Quickic Marts
- R Restaurants you frequent, Religious Organizations, Rotary Clubs
- S Sporting Goods Store, Spouse's Friends/Work Contacts, Sororities, Ski Resorts
- T Theatres, Teachers, Therapists, Ticket Sales Office (concerts, sports, etc.)
- U Unions, Universities
- V Video Stores, Veterinarian, Volunteer Groups
- W Work Contacts, Winery
- X Xeroxing Services, X-Ray/Radiology Facility
- Y Youth Groups
- Z Zoologists!

# WITH WINGS AND A HALO

# BOOK DRIVE COORDINATOR SIGN UP TODAY TO ORGANIZE A BOOK DRIVE

YES. I would like to organize a Book Drive!
NO. I am unable to organize a Book Drive at this time. Please accept my financial support of \$ to purchase books for <i>With Wings and a Halo</i> . (Become a Champion with a donation of \$1,000 or more and your name will be listed on the <i>With Wings and a Halo</i> website! Make your tax-deductible check payable to: <i>With Wings and a Halo</i> . Federal Tax ID:26-0757945)
Please print clearly, or type.
Coordinator Name:
Street address
City, State, Zip Code
Best Phone Number to reach you by day ()
E-Mail Address:
When do you plan to organize the Book Drive:

Please return completed form and/or donation to:

EMAIL: paul@withwingsandahalo.org FAX: (608) 849-5969 ADDRESS: 407 Augusta Drive, Waunakee, Wisconsin 53597

# THANK YOU FOR YOUR SUPPORT!

### Appendix F

### Future Milwaukee Project for With Wings & a Halo - R.E.A.C.H. a Child!

Prepared & Submitted by Daniel Hughes, Theresa Nemetz, Jeanne Paprocki

### Objectives:

The mission of With Wings & a Halo – R.E.A.C.H. a Child! is "to put a smile on the face of a child in the time of need." They reach out to children by placing approximately 10-12 children's books in backpacks left in police officer and first responder vehicles that are then used to calm children at the scene of an accident, fire, domestic disturbance or other stressful situation. Currently, books are placed in over 4,000 squad cars and ambulances throughout all 72 counties in Wisconsin and parts of Northern Illinois. A recent jump in book requests present two objectives for this proposal. First, the immediate need for 50,000 books to fulfill the remaining requests for 5,000 backpacks; and second, the need for funding to launch a repeatable, sustainable program in 2009 so that volunteers have the tools needed to host book drives in their communities.

### Needs Assessment:

Studies suggest that each year, more than 3.3 million children witness some form of domestic violence. And, more than half of female victims of intimate violence live in households with children under age 12. As a result, members of law enforcement in our community find themselves responding to domestic disturbance calls in which children are directly involved. Currently, no program exists to provide on-site support to these children, but by supporting this request for funding, books will be secured and placed in first responder vehicles throughout Wisconsin and Illinois will fill that void. Allowing law enforcement officers the opportunity for positive interaction with youth in the community, as well as by boosting their morale and allowing them to make a positive difference in a life need.

### Recent Successes:

- Our team created a 4-page, downloadable "Book Drive 101" how-to guide for the organization. Featuring a check-list, tips to hosting a successful drive, letter templates, and an easy-to-use sign up form, this guide is currently on the organization website so that individuals interested in organizing a collection in their own community can easily download the guide to learn how to gather both books and dollars.
- On January 22, 2009, we hosted a "Book Drive 101" webinar training session for the volunteers of the organization. Attended by both local and out-of-state volunteers, this training session allowed us to discuss best practices for hosting a book drive, and included a role play session to walk through a recruiting phone call, in an open-dialog setting.
- Additionally, we asked three Milwaukee-area volunteer groups to organize book drives to put "Book Drive 101" to the test. As a result, book drives organized by a local Brownies troop, the Milwaukee MINIS car club, and the GE employee engagement committee collected over 12,000 books to benefit With Wings & a Halo R.E.A.C.H. a Child!

### **Evaluation:**

We plan to evaluate our accomplishments by surveying book drive leaders 1-, 3- and 6-months after the launch of the program to determine what challenges they have encountered with the program. We will address these challenges on an ongoing basis, and will follow-up with an additional "Book Drive 101" training session, if needed. The expected outcomes at the end of the funding period are 1. to have supplied 5,000 vehicles in Wisconsin and Illinois with backpacks, and 2. building on the success of "Book Drive 101," to have created a repeatable, sustainable program in which book drive leaders collectively host 50 book drives annually to benefit With Wings & a Halo ~ R.E.A.C.H. a Child!

Milwaukee Sheriff David Clarke with the Founder of With Wings and a Halo, Paul Gilbertson (2008)

