

DVHRT RESOURCES FOR LAW ENFORCEMENT

Lesson Plan Cover Sheet

Course Title Course Number:	DVHRT Resources for Law Enforcement	Time Allotted (Hours):	1 hr
Instructor:	Tabetha Harrison	Phone:	2546409578
Instructor Email:	tharrison@tcfv.org		
Instructional Aids:	Slide deck		
Student Materials:	None		
Prerequisite Experience/ Position of the Learners:	None		
Overall General Course Goal(s):	Goal: To increase familiarization with the DVHRT model and it's effective use for law enforcement.		
Learning Objectives: (List)	Objective: Audience will be able to identify the typical personnel components of a DVHRT, Audience will become familiar with the DVHRT model, Audience will understand the benefits of utilizing the DVHRT model		
Target Population:	Law enforcement	Number of Students:	30
Space Required:	Seats	Teaching Methodology:	Lecture
Required Equipment			
	PowerPoint Projector	yes	Laptop or Desk Top Computer
	VCR		Flip Chart Easel
	Overhead Projector		Flip Chart Pad(s) / markers
	Video Monitor (TV)		Video Camera
	Dry-erase board / markers		Sample forms / documents
Assessment Method:	Verbal/scenario based		
Date Prepared:	4/12/23	Date Reviewed/Revised:	
Prepared By:	Tabetha Harrison	Reviewed/Revised By:	
Notes/Comments:			

Instructor's Lesson Plan Core Presentation

I. Introduction/Preparation (Student Motivation/Opening Statement)

It takes a village to improve safety... for a survivor.

II. Presentation (Implementation of Instruction and Course Details)

- A. What is a DVHRT?
 - (1) Introduction to TCFV
 - (2) DVHRT mission statement
 - (3) Purpose – homicide stats

 - B. Who makes up the teams?
 - (1) Key partnerships
 - (2) Roles of each partner
 - (3) Community involvement

 - C. How does it work?
 - (1) Scenario case walk through
 - (2) LAP/DALE – how is a case determined to be high risk
 - (3) Fluid nature of cases

 - D. Why does it work?
 - (1) Wrap around approach
 - (2) Communication
 - (3) Survivor support/ victim centered

 - E. A note about privacy
 - (1) Different roles have different statutory obligations
 - (2) Importance of protecting information (legally/ ethically)

 - F. How can I find additional information and resources?
 - (1) Contact information for instructor
 - (2) TCFV website
 - (3) TCFV offered training
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III. Application: (Detailed explanation of how instructor will assess student knowledge and planning for student to practice or apply new knowledge.)

Check in questions will occur after each section to ensure complete understanding before moving on.

IV. References: (List references used to develop and instruct the course, if any.)

Violence Against Women Act (VAWA), the Family Violence Prevention and Services Act (FVPSA), the Victims of Crime Act (VOCA), and the Texas Family Code Chapter 93.

V. Summary/Closing (Closing comments and summary review of course.)

Law enforcement officers are expected to fill a lot of roles. But we can't do it all by ourselves. The DVHRT approach brings in much needed help on complex cases so that survivor needs can be addressed more effectively and efficiently.

VI. Assessment/Test: (Final check of student's comprehension of material presented.)

The instructor will confirm learning by providing example scenarios throughout material delivery to which the student can apply principles.

VII. Addendum: (If verbal question and answer or scenario role play used, attach a description of the scenario role play to be used. / If a written test is to be given, attach a blank copy of the test and the test key. / If a practical skills exam is conducted, attach a copy of the skills exam check sheet.)

Note: Example -- The scenarios listed below will be used to verify the student learned the material and their ability to apply the required knowledge on the job.

<p>Scenario 1:</p>	<p><i>Jacob is a college football player. He reported to his local family violence center that he is afraid of his girlfriend. When asked for more information, he stated that when he tries to leave the relationship, she shows up everywhere that he goes, has damaged his property, and threatens to kill him. He didn't take her seriously until last night when (during an argument) his girlfriend was standing behind him and used a towel to try to strangle him. He was able to get away, but he has heard that a person who strangles will kill. Does Jacob's case sound high risk? How might various partners in the DVHRT framework be able to assist?</i></p> <p><i>Answer:</i> <i>Jacob's case does sound to be high risk. DVHRT partners can assist him with advocacy, assist in applying for a protective order, legal advocacy, and victim services as available at his local family violence</i></p>
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	<i>center. *allow creativity by the team in assisting Jacob*</i>
Scenario 2:	

Example: Attach a blank copy of the written exam and the answer sheet.

Example: Attach a blank copy of the skills check-off sheet for each student.

TABETHA HARRISON

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EDUCATION

SYRACUSE UNIVERSITY COLLEGE OF LAW

J.D. CANDIDATE, MAY 2025

TARLETON STATE UNIVERSITY

BACHELOR OF APPLIED ARTS AND SCIENCES – CRIMINAL JUSTICE ADMINISTRATION, DECEMBER 2019

EXPERIENCE

PUBLIC POLICY COORDINATOR, TEXAS COUNCIL ON FAMILY VIOLENCE , AUSTIN, TX

2021-PRESENT

- Offers technical assistance and consultation to domestic violence agencies in Texas
- Coordinates operation of Domestic Violence High Risk Teams throughout Texas
- With Policy Team, engages in legislative advocacy during legislative session.

SPECIAL INVESTIGATOR, TEXAS DEPT. OF FAMILY AND PROTECTIVE SERVICES, TEMPLE, TX

2017-2021

- Investigates severe child abuse, neglect, and exploitation, including domestic minor sex trafficking and child fatalities
- Serves as liaison between child protective investigators and law enforcement
- Locates and recovers missing children
- Prepares court documents and case reports
- Instructs child abuse investigators

LAW ENFORCEMENT OFFICER, MERIDIAN POLICE, MERIDIAN, TEXAS

2015-17

- Responded to calls for service and conducted patrols
- Investigated misdemeanor and felony complaints
- Developed and delivered community outreach programs
- Prepared court documents and case reports
- Managed critical incidents

LAW ENFORCEMENT OFFICER, BOSQUE COUNTY SHERIFF'S OFFICE, MERIDIAN, TEXAS

2012-15

- Responded to call for service and conducted patrols
- Obtained training in victim advocacy, de-escalation, response to individuals in mental health crisis, and domestic violence/sexual assault investigation
- Prepared court documents and case reports

- Served on the Special Response Team
- Managed critical incidents

DEFENSE CONTRACTOR, KBR/OLGOONIK/TRIPLE CANOPY, IRAQ
2008-10

- Repaired and maintained tactical communication and night vision equipment
- Maintained accountability of military grade equipment that was sensitive in nature and worth several million dollars
- Supported diplomatic security operations

SERGEANT, US ARMY/ US ARMY RESERVES, GERMANY, TEXAS, CALIFORNIA, GEORGIA
2003-06

- Led and managed personnel
- Repaired, maintained, and operated sensitive communication equipment
- Maintained accountability of military grade equipment that was sensitive in nature and worth several million dollars
- Deployed in support of Operation Iraqi Freedom
- Held a secret level security clearance

CERTIFICATIONS

- Advanced Peace Officer
- Sexual assault/family violence special investigator
- Human trafficking investigation
- Mental health peace officer
- Texas Commission on Law Enforcement Instructor
- Basic SWAT
- Warrior leadership course