

**BALTIMORE POLICE DEPARTMENT – EDUCATION AND TRAINING SECTION**  
**LESSON PLAN**

**COURSE TITLE:** Community Policing (In-Service)

**LESSON TITLE:** Module 5 – Daily Problem Solving

**ORIGINALLY PREPARED BY:**

**DATE:**

**REVIEWED / REVISED BY:**

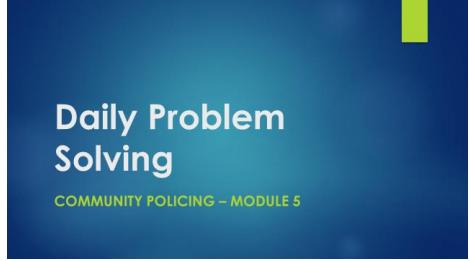
**DATE:**

TIME FRAME	PARAMETERS
<p>Total Lesson Hours: 1</p> <p>Day/Time: Day 1, 1400-1500</p>	<p>Audience: In-Service Training, Sworn personnel of all ranks</p> <p>Number: 36 max/20 min <i>(Specify Max/Min if applicable)</i></p> <p>Space(s): Classroom</p>
PERFORMANCE OBJECTIVES	ASSESSMENT TECHNIQUE
<ol style="list-style-type: none"> <li>Through facilitated discussion, students will identify some examples of daily problem solving.</li> <li>Through facilitated discussion, students will explain how to use 311, mediation, and emotional intelligence in daily problem solving.</li> </ol>	<p>Scenarios and discussion</p>
<p><b>MPCTC OBJECTIVES</b></p> <p><i>(Ensure all objectives mentioned here are also added to the "Instructor Notes" column where they are addressed in the lesson)</i></p> <p><b>N/A</b></p>	
<p><b>INSTRUCTOR MATERIALS</b></p>	

Lesson Plan PowerPoint	
<b>EQUIPMENT/SUPPLIES NEEDED</b>	
Classroom w/ Grouped Tables Computer, Projector, or Smart Board Internet Access	
<b>STUDENT HANDOUTS</b>	
# Needed	Title
<b>METHODS/TECHNIQUES</b>	
Lecture Discussion Scenarios	
<b>REFERENCES</b>	
<b>GENERAL COMMENTS</b>	
This is Module 5 of a 2-day in-service on Community Policing.	

## LESSON PLAN: Community Policing (Module 5)

### TITLE: Daily Problem Solving

PRESENTATION GUIDE	TRAINER NOTES
<p><b>I. ANTICIPATORY SET</b></p> <p>Let me introduce myself ...</p> <p>In the last session we talked about informal community engagement and some everyday principles and practices that should guide us when we are engaging with the community.</p> <p>Next we want to discuss daily problem solving, which is also one of the basic components of community policing. Needless to say, principles and practices like procedural justice, interpersonal skills, and fair &amp; impartial policing apply just as much to problem solving as they did to informal engagement.</p> <p><b>ASK:</b> Thinking back to this morning in Module 1, we talked about focus groups that were held with Baltimore residents – What were the two themes that stood out?</p> <p>One of the reasons to interact more with residents, and get to know neighborhoods better, is to <u>identify problems</u>. In particular, those local problems that neighborhood residents notice and often really care</p>	<p><b>Time 5 minutes</b></p> <p><i>The facilitators should briefly introduce themselves, including their police experience and any experience or expertise directly related to this training. (Unless this was already done for an earlier lesson.)</i></p> <p><b>Slide 1</b></p>  <p><i>Look for:</i></p> <ul style="list-style-type: none"> <li>● <i>Residents want officers to show more respect for people, whether that's in voluntary contacts, calls, stops, or arrests.</i></li> <li>● <i>Residents want police to interact more with residents, get more involved, walk foot patrols, and get to know neighborhoods better.</i></li> </ul>

about. Frequently, these aren't serious crimes and they might not show up in any police reports or crime bulletins. The best way to identify them is by talking to people in neighborhoods.

**ASK:** Also this morning in Module 1 we talked about building trust. The public's trust and confidence in us is affected by many things – what were the three that we talked about?

One of the best ways to build trust is to listen to people when they identify local neighborhood problems, and then take action and follow through in trying to solve those problems. This shows residents that you care, that you're paying attention, and that you take them seriously. It's a good way to demonstrate your trustworthiness.

One more thing. Of course you can't always solve the problems. But residents will usually give you credit for trying even when you can't be completely successful.

## Slide 2

In this module we'll provide some examples of daily problem solving, and discuss how officers can use 311, mediation, and emotional intelligence to implement daily problem solving in the field.


*Look for:*

- *Whether residents believe we are effective in our core missions of preventing and controlling crime.*
- *Whether they believe that officers treat people fairly.*
- *Whether they believe that officers actually care.*

## Slide 2

**Performance Objectives**

- ▶ Identify some examples of daily problem solving.
- ▶ Explain how to use 311, mediation, and emotional intelligence.



## II. INSTRUCTIONAL INPUT (CONTENT)

## Slide 3

When we talk about daily problem solving, we mean those everyday actions that you take to try to solve relatively small problems. Basically, when there's something you can do that day to make the problem better.

You might remember that the Community Policing Plan identifies four basic components of community


**Time 45 minutes**

## Slide 3

**Daily Problem Solving**

Everyday actions to solve small problems, conflicts, issues...

- ▶ Contacting other agencies about conditions that should be fixed
- ▶ Referring people to services that can help them
- ▶ Providing guidance and assistance to youth and others
- ▶ Persuading people to behave better
- ▶ Mediating disagreements



policing. We talked about the first one, informal engagement, last hour. Daily problem solving is the next one.

It might be a little confusing, but another component is in-depth problem solving, also called problem-oriented policing, or POP. Think of the two problem-solving components on a continuum. Daily problem solving is on one end – it takes a relatively small amount of time and effort. In-depth problem solving, which we'll talk about tomorrow, is at the other end – it takes more time and effort.

So, let's think about daily problem solving. It might involve:

- Just talking to people, giving them some information or advice.
- Contacting some other city agency or non-profit that might be able to fix the problem.
- Referring people to some program or agency that might be able to help them.
- Refereeing a conflict between two or more people, such as a landlord and tenant, or a drug treatment center and its neighbors.
- Actually mediating a dispute, or referring people in conflict to a community mediation center.

#### Slide 4

Here's a refresher on other city agencies that might be helpful in daily problem solving. These are agencies that you might contact about a specific neighborhood problem, or you might give the contact information to a resident.

#### Slide 4

**Other City Agencies**

Agencies	Phone #s
DPW	410-396-5352 (3310)
DOT	410-396-6802
Parking Authority	443-573-2800
Housing	410-396-3225
Liquor License	410-396-4377
Building Inspectors	410-396-3477



### Slide 5

Similarly, here's a sample of other agencies and non-profits, besides city agencies, that could be useful for you in daily problem solving. As above, you might be the one contacting these agencies or non-profits, or you might be giving the information to a neighborhood resident.

Most of these agencies and non-profits operate city-wide. You should also become knowledgeable about resources and service providers in the part of the city where you work. Across the city, there are quite a few libraries, clinics, shelters, community centers, youth centers, senior centers, and so forth. You should not assume that neighborhood residents are always aware of resources and services, even when they are relatively nearby.

Connecting people to resources and services is one of the most common things you'll do in daily problem solving.

### Slide 6

That brings us to 311. You've probably heard of it, but have you actually used it?

Using the 311 app, you or a resident can:

- Report an issue to the city.
- See recent service requests submitted to the city.
- See service requests that you have submitted.
- Lookup city services information & resources near your address.

### Slide 7

Just in case you don't already have the 311 App on your BPD phone, here are instructions for adding it. Go ahead and do it right now if you don't already have it.

As indicated, if that doesn't work for some reason, contact ITDS – 410-396-2074 or

[ITDSserviceRequest@baltimorepolice.org](mailto:ITDSserviceRequest@baltimorepolice.org)

### Slide 5

#### Other Agencies & Non-Profits (Examples)



Agencies	Phone #s
House of Ruth	202-647-7001
BCARS	667-400-2880
BCRI	410-433-5255
BCMC	410-467-9165
Baltimore EEOC	410-209-2237
Others?	

### Slide 6

#### Baltimore 311

- ▶ Report an issue to the city.
- ▶ See recent service requests submitted to the city.
- ▶ See service requests that you have submitted.
- ▶ Lookup city services information & resources near your address.



### Slide 7

#### The 311 App

- ▶ In case you don't already have it on your BPD phone:
- ▶ Look for the Light Blue Icon named "Catalog"
- ▶ Within "Catalog" look for "Baltimore City 311"
- ▶ Tap "Install"
- ▶ If that doesn't work, please reach out to BPD ITDS



### Slide 8

Now we want to make sure you know how to use the 311 App. First, look for the App on your phone and tap it.

### Slide 9

If you haven't previously done so, you should "Sign Up" – see the bottom right on the screen.

It's important to use your BPD e-mail. That will make it possible for BPD to track the follow through on 311 entries that are submitted by BPD members.

### Slide 10

Next 311 will ask you to "Allow Access" to Salesforce. This is OK – do it. Salesforce is the company that operates the 311 App.

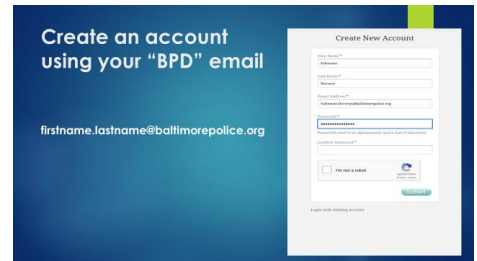
### Slide 11

When you get to this screen, look in the upper right-hand column for your initials inside the white circle. If your initials are there, you're logged in.

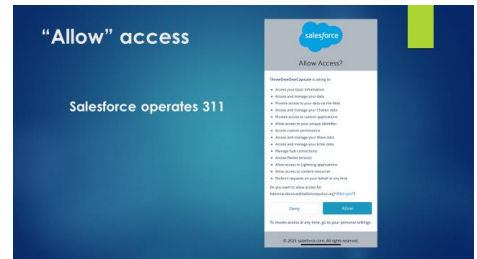
### Slide 8



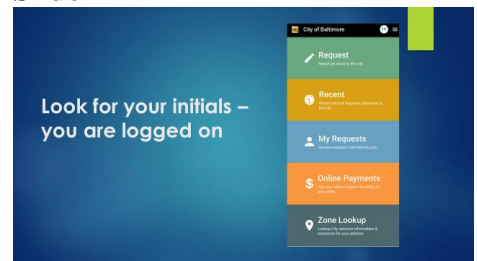
### Slide 9



### Slide 10



### Slide 11



### Slide 12

An important aspect of daily problem solving is resolving conflicts and mediating disputes. You've got experience doing this on a daily basis, but there are also experts who do this on a full-time basis. A leader in that field is one of our partners, the Baltimore Community Mediation Center.

### Slide 13 & Slide 14

Given the time we have, we are only able to scratch the surface of what is really required to use emotional intelligence in everyday problem solving. When you're only able to scratch the surface, the best place to start is to teach you what to do with yourself, since that's the only person you can control. If you use what we're able to give you in this presentation, you will at least be able to notice when people are upset; notice when YOU are the ones making people more upset; notice which of your own behaviors would unintentionally trigger people to feel threatened or unsafe; and try to choose different behaviors. But to make sure that you have a chance to learn and practice on-the-spot de-escalation strategies, we need at least 4 hours. We are hoping to be able to provide everyone with more in depth training in the future.

Emotional Intelligence is the capacity to be aware of, harness, and express your emotions, and to engage with others fairly and empathetically. Using emotional intelligence means that you're able to express your thoughts and feelings in a way that doesn't make others feel blamed and attacked... so they are able to hear you. It also means that you're open and willing to hear what others think and feel, and to work on understanding what they're saying, even when you don't like what they have to say.

### Slide 12



**Resolving Conflict & Mediation**

Steps to follow –

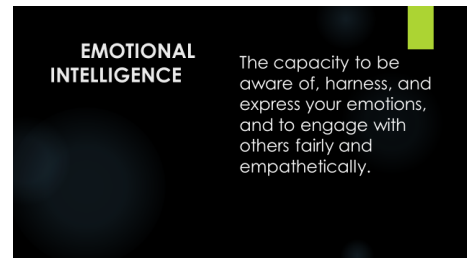
- ▶ Clarify the disagreement
- ▶ Look for a common goal
- ▶ Identify ways to meet the common goal
- ▶ Determine barriers
- ▶ Agree on the best option
- ▶ Agree on responsibilities for implementing the best option

### Slide 13



**THE IMPORTANCE OF EMOTIONAL INTELLIGENCE**

### Slide 14



**EMOTIONAL INTELLIGENCE**

The capacity to be aware of, harness, and express your emotions, and to engage with others fairly and empathetically.



**ASK: For example, if you're rightfully angry about something a person did, and you let them know by yelling at them, how do you think they will respond?**

Exactly! Because the person will do the kinds of things you all just mentioned, they won't really hear the point of why you're angry. If your goal is to be understood and heard, you can see that making a person feel blamed and/or attacked is not an intelligent strategy.

Using emotional intelligence means that when you're angry, offended, etc., that you find a way to tell the truth about what's making you feel that way, while being careful to avoid things that might make a person feel blamed or attacked.

**ASK: When we're trying to tell someone that we're angry, what kinds of things do we do that might make it hard for them to actually hear us?**

### Slide 15

Let's take a minute to understand WHY the person feels attacked by those types of things. The brain is constantly scanning our experiences to determine the answer to this question: "Is my sense of well-being intact, or is it threatened?" When the brain answers this question, it either tells the body, "Your sense of well-being is intact. You can be at rest." OR "Your sense of well-being is threatened. Please run, fight, or stay still and hope that this thing goes away." This is known as the "fight, flight, or freeze response".

### Slide 16

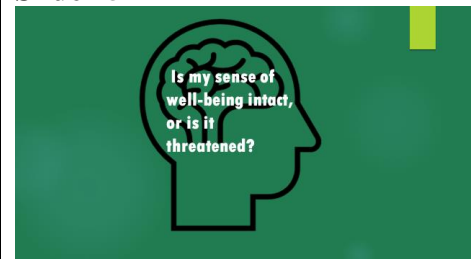
There are things that automatically make the brain tell the body that everything is ok:

- Feeling seen/understood: When someone perceives you the way you perceive yourself
- Feeling accepted: When you are able to be who you are without someone trying to stop you, or telling you that you are "wrong" for being your true self
- When things you hold dear are being honored

*Give the group time to answer with things like: "They'll yell back"; "It will escalate"; "They will shut down"; "They won't listen"; etc.*

*Allow time for a few people to answer with things like yelling, sarcasm, tones of voice, facial expressions, interrupting, etc.*

### Slide 15



### Slide 16



There are things that automatically make the brain tell the body that everything is not ok:

- Feeling blamed/mischaracterized/misunderstood: When someone sees you in a way that is different from the way you see yourself
- Feeling rejected: When someone doesn't listen to your point of view; when someone does or says something that makes you feel like the way you are is wrong; or when someone tries to stop you from the ability to be who you are

You can see how things like being yelled at, being interrupted, unkind tones of voice, sarcasm, and facial expressions that seem to judge a person, might make someone's brain tell them that their sense of well-being is not intact. This means the person will do fight, flight, or freeze behaviors, in that moment.

**ASK: What are some examples of fight, flight, and freeze behaviors?**

Notice that these behaviors are very similar to the answers you gave when we asked how someone might respond to being yelled at when you're angry. This is because how we express our anger, offense, etc., sends a message to the person's brain about how safe this situation is for them.

### Slide 17

Even when officers rightfully don't like something a person is doing, the entire situation is more likely to stay safe when the officer uses emotional intelligence in the way they speak, and in the way they listen. Also, when it is time for the officer to give instructions, advice, etc., a person will receive those better when their brain has told them that this situation is safe.

Since officers are humans, it's important to notice when you are becoming escalated on the inside, and give

*Give the group a chance to give examples.*

### Slide 17

Situations are more likely to stay safe when the officer uses emotional intelligence in the way they speak, and in the way they listen.

Also, when it is time for the officer to give instructions, advice, etc., a person will receive those better when their brain has told them that this situation is safe.

yourself time and permission to de-escalate yourself before addressing others.

**Exercise:**

- Think of a situation that pisses you off. Take a moment to really think about the things in that situation that you don't like.
- Now, take a moment to notice your body. Are there places in your body that let you know that you were just thinking of something that angered you?
- Where do you feel the anger in your body?
- Now, let's take a few deep breaths. We are going to inhale through our noses on a count of four, filling our bellies with air. We will then hold the breath for a count of four. Finally, we will let the air slowly out of our mouths for a count of four.
- Now, how does your body feel differently from when you were thinking about the thing that pisses you off?

**Slide 18**

When the body is in fight, flight, or freeze mode, the brain is not in problem solving mode. This makes it hard to think of the most emotionally intelligent things to say or do.

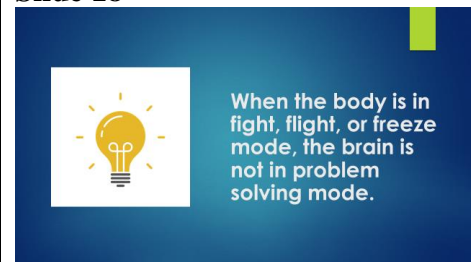
**Slide 19**

Taking deep breaths, counting to ten, saying "Whooshah!", going for a walk, etc., are ways to calm your body down, even when the brain has told the body to run, fight, or freeze. In a situation where you feel yourself getting escalated, it is helpful to do something that will immediately calm your body. When your body

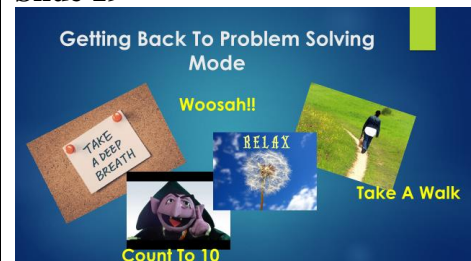
*Give the group time to give examples. Ask them to describe the specific locations in their body, and how those body parts feel.*

*Lead the group through four repetitions of this deep breathing.*

**Slide 18**



**Slide 19**



calms, your brain notices, and says, “Oh! I can be in rest and problem-solving mode now!” This makes you more able to think more clearly about the best way to use emotional intelligence.

### Slide 20

Try these things, on a regular basis, to enhance your emotional intelligence. Remember that if you haven’t been practicing these things, it may be harder to use emotional intelligence on the spot.

- Learn your triggers: Pay attention to what kinds of things automatically escalate you. Ask yourself why those things trigger you. Do what you can to heal or improve those things inside of yourself.
- Pay attention to what happens inside your body when you START going from calm to not calm. This will help you get better at calming yourself sooner, during challenging situations.
- When you get irritated, angry, offended, etc., learn to pay attention to your body language, tone of voice, and facial expressions. This will help you check yourself before your wreck yourself.
- Ask family and friends how they view your conflict behaviors. Ask what kinds of things you do or say that might make someone feel attacked or blamed. This will make you more aware of why people might react to you, even when you weren’t trying to escalate them.

### Slide 21

Why is it worth it to nurture and practice emotional intelligence? When an officer uses emotional intelligence, it can help to de-escalate a challenging situation. Since the officer is exhibiting behaviors that do not threaten a person’s sense of well-being, people are more likely to feel heard, which naturally de-escalates the body. People will also be more likely to follow the officer’s instructions or advice, because the officer will seem like someone to be trusted.

### Slide 20

**KNOW THYSELF**

- ❖ Learn your triggers.
- ❖ Pay attention to what happens inside your body when you START going from calm to not calm.
- ❖ When you get irritated, angry, offended, etc., learn to pay attention to your body language, tone of voice, and facial expressions.
- ❖ Ask family and friends how they view your conflict behaviors. Ask what kinds of things you do or say that might make someone feel attacked or blamed.

### Slide 21

**Why Is It Worth It To Nurture And Practice Emotional Intelligence?**

- ❖ Helps to de-escalate a challenging situation.
- ❖ People are more likely to feel heard, which naturally de-escalates the body.
- ❖ People will also be more likely to follow the officer’s instructions or advice.

### Slide 22

We are aware that officers get calls all the time that aren't police matters. That's where we can help. Baltimore Community Mediation Center offers free, confidential mediation services to all of Baltimore City. We mediate anything from neighbor disputes, partner disputes, you moved my parking space cone, you let your dog poop in my yard, etc.; anything you can think of involving a conflict or making plans about something, you can refer to us.

Trained mediators will listen to the conflict as a non-judgmental 3rd party, make sure participants feel heard and understood, and provide a framework for individuals to come up with their own solutions or agreements.

### Slide 23

It's really easy to refer cases to us. We have cards that officers can carry to give out to individuals so they can self-refer or if an officer has contact information for potential mediation participants they can call or email us to refer.

### Slide 22

**Reach Out To Us!! We Can Help!!**

Neighbor disputes,  
Partner disputes, You  
moved my parking  
space cone disputes,  
You let your dog poop in  
my yard disputes, etc.



### Slide 23

**Connect With BCMC**

► Email: [info@communitymediation.org](mailto:info@communitymediation.org)  
► Phone: 410-467-9165  
► Fax: 410-467-9155  
► Facebook: @CommunityMediation  
► IG: @Community\_Mediation



## III. EVALUATION/CLOSURE

In this module we've talked about daily problem solving, and shown how it applies directly to community policing. Specifically, we talked about:

- Other agencies that can provide resources and services
- Using 311 to report and follow-up on service requests to the city
- Emotional intelligence
- How to refer people to mediation

**Time 5 minutes**

### Slide 24

This wraps up the first day of this 2-day course on community policing. Tomorrow morning we'll look closely at the kinds of lesser offenses that frequently come up when the community talks about its problems. Then we'll consider two other basic components of community policing, formal engagement and problem solving.

Also tomorrow, we'll end the day with some very specific information about implementing BPD's Community Policing Plan. The department is committed to giving you clear direction and the tools you'll need to do engagement and problem solving back in your assigned positions.

### Slide 24

A blue rectangular slide with a yellow square in the top right corner. The title "Day 2 Schedule" is in white. Below it, a list of times and topics is shown in white text.

**Day 2 Schedule**

- 0700-0900 – Policing Lesser Offenses
- 0900-1100 – Lesser Offenses
- 1100-1200 – Lunch
- 1200-1300 – Formal Engagement
- 1300-1400 – In-Depth Problem Solving (POP)
- 1400-1500 – Implementing Community Policing