

BALTIMORE POLICE DEPARTMENT – EDUCATION AND TRAINING SECTION
LESSON PLAN

COURSE TITLE: Community Policing (In-Service)

LESSON TITLE: Module 9: In-Depth Problem Solving (POP)

PREPARED BY:

DATE:

REVIEWED BY:

DATE:

APPROVED BY:

DATE:

TIME FRAME	PARAMETERS
<p>Total Lesson Hours: 1</p> <p>Day/Time: Day 2, 1300-1400</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):</p>
PERFORMANCE OBJECTIVES	ASSESSMENT TECHNIQUE
<ol style="list-style-type: none"> Students will be able to distinguish between the primary aims of engagement and problem solving, given a case study and through facilitated discussion, to the satisfaction of the facilitator. Students will be able to distinguish between daily and in-depth problem solving, through facilitated discussion, to the satisfaction of the facilitator. Students will be able to explain how to apply the SARA Model and the Crime Triangle, through facilitated discussion, to the satisfaction of the facilitator. Students will be able to explain how to access POP resources, through facilitated discussion, to the satisfaction of the 	<p>Facilitated Discussion</p> <p>Case Study</p> <p>Group Activity/Scenario</p>

facilitator.	
MPCTC OBJECTIVES <i>(Ensure all objectives mentioned here are also added to the "Instructor Notes" column where they are addressed in the lesson)</i>	
n/a	
INSTRUCTOR MATERIALS Lesson plan PowerPoint	
EQUIPMENT/SUPPLIES NEEDED Classroom with grouped tables Computer/projector or smartboard Internet access	
STUDENT HANDOUTS	
METHODS/TECHNIQUES Lecture Facilitated Discussion Case Study Group Exercise	
REFERENCES Baltimore Police Department. 2020. Community Policing Plan. Baltimore, MD: author. Online at https://www.baltimorepolice.org/0cp1-draft-community-policing-plan . Center for Problem-Oriented Policing. 2020. Website online at https://popcenter.asu.edu/ . Goldstein, Herman. 1990. <i>Problem-Oriented Policing</i> . New York: McGraw-Hill. Scott, Michael C. and Ronald V. Clarke, eds. 2020. <i>Problem-Oriented Policing: Successful Case Studies</i> . London: Routledge. Weisburd, D., & White, C. (2019). Hot Spots of Crime are Not Just Hot Spots of Crime: Examining Health Outcomes at Street Segments. <i>Journal of contemporary criminal justice</i> , 35(2), 142–160. https://doi.org/10.1177/1043986219832132	
GENERAL COMMENTS	

This is Module 9 of a 2-day course on community policing for in-service personnel.

LESSON PLAN: Community Policing (Module 9)

TITLE: In-Depth Problem Solving (POP)

PRESENTATION GUIDE	TRAINER NOTES
<p>I. ANTICIPATORY SET</p> <p>Good afternoon. Let me introduce myself ...</p> <p>In this hour we'll discuss in-depth problem solving, which is also known as problem-oriented policing, or POP. You should remember that yesterday we talked about daily problem solving. Both of these, daily and in-depth, are among the four basic components of community policing in BPD's Community Policing Plan, along with informal and formal engagement.</p> <p>Problem-oriented policing (POP) is the police version of public health. In the health field, doctors treat individual patients while public health simultaneously looks for viruses and other things, like bad water, that make a lot of people sick. Sometimes they can identify underlying causes of diseases and then do something to prevent more people from getting sick, like coming up with a vaccine.</p> <p>Another way of thinking about it is looking "upstream" for whatever is causing a problem to happen. That's the essence of POP. Here's a 2-minute case study that illustrates the approach.</p> <p>ASK: Does that mean we should ignore the individual people drowning in the water, or in our case, individual crimes?</p>	<p>Time: 5 minutes</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>Slide 1</p>  <p><i>The 2-minute video is linked in the red puzzle piece in the title slide. The URL is https://www.youtube.com/watch?v=xYeAmafTGCA</i></p> <p><i>Look for:</i></p> <ul style="list-style-type: none">• <i>No, we'll always do that.</i>• <i>But we should also look upstream.</i>

ASK: Last hour we talked about engagement. In the video, where did that fit in with problem solving?

This point deserves some emphasis. Sometimes police do problem solving, whether it's daily or more in-depth, on their own. That's good if it works. But usually, collaborative problem solving is better. When we engage the community in problem solving, it helps share ownership and responsibility for the problem, and it usually works even better at solving the problem.

Slide 2

At the conclusion of this hour, you will be able to:

1. Distinguish between the primary aims of engagement and problem solving.
2. Distinguish between daily and in-depth problem solving.
3. Explain how to apply the SARA Model and the Crime Triangle.
4. Explain how to access POP resources.

II. INSTRUCTIONAL INPUT (CONTENT)

Slide 3

We've discussed informal and formal engagement a lot in this course. They are key to improving public trust – community residents have been clear that they want more positive police involvement in their neighborhoods. They want to get to know their police, and vice versa.

Another key component of community policing is problem solving. It's aimed at tackling community problems, including crime and disorder as well as

Look for:

- *They worked with the local community to build a fence.*

Facilitators – this could be a good point to tell the class about a real-life BPD problem-solving example, such as the “Boneyard” example mentioned by Sgt. Parlett.

Examples are one of the best ways to get across the basic concepts and principles of POP.

Slide 2

Performance Objectives

- Distinguish between the primary aims of engagement and problem solving.
- Distinguish between daily and in-depth problem solving.
- Apply the SARA model and the Crime Triangle to crime and disorder problems.
- Access several POP resources.



Time: 50 minutes

Slide 3

Engagement & Problem Solving



Engagement (formal & informal) – mainly aimed at building public trust.

Problem solving (daily & more in-depth) – mainly aimed at tackling community crime and disorder problems.

Different but complementary

- Solving community problems builds trust too.
- Engaged residents can help police solve community problems.

community concerns that affect public trust.

Community engagement and problem solving go hand-in-hand. While different, they are complementary:

- Engagement is aimed at building public trust and relationships between officers and the community.
- With trust and relationships, officers and the community can work together on solving community problems.
- When residents see police helping solve community problems, their trust in police goes up even more.

Slide 4

We discussed daily problem solving earlier, which is about informally resolving incidents using the skills and principles we previously spoke about. Two points to reiterate:

- When you observe environmental problems like trash, potholes, streetlights out, stop signs obscured, etc., use 311 to report them.
- Become knowledgeable about agencies and service providers that you can make referrals to, whether that's to mediate a conflict, or help a crime victim, or a person with an addiction, or someone who needs a valid ID.

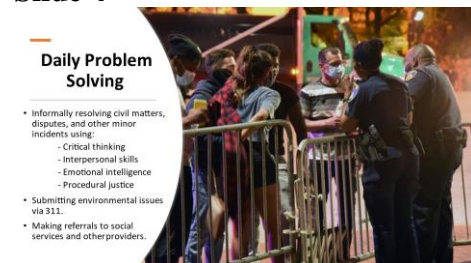
These might seem like little things to us, but they can make a difference in a neighborhood or for an individual person who needs help.

Slide 5

The Community Policing Plan lays out responsibilities for problem solving. Most officers are not expected to be solely responsible for in-depth POP, since it can take substantial time and effort.

However, all officers should be on the lookout for recurring problems to bring to the attention of supervisors or NCOs, and then play as big a role in solving the problem as time allows. Once a strategy is in place to tackle a particular recurring problem, it's likely that patrol officers and others will be involved in

Slide 4



Daily Problem Solving

- Informally resolving civil matters, disputes, and other minor incidents using:
 - Critical thinking
 - Interpersonal skills
 - Emotional intelligence
 - Procedural justice
- Submitting environmental issues via 311.
- Making referrals to social services and other providers.

Slide 5



COMMUNITY POLICING PLAN

POP in the Community Policing Plan

In-depth problem solving:

- Primarily the responsibility of NCOs & Patrol Support Services
- Facilitation by District Commanders
- Problem analysis support from the Data-Driven Strategies Division.

Patrol officers:

- Expected to help identify and report recurring problems
- Nationally, lots of great POP work has been spearheaded by patrol officers—don't be shy
- Can play a significant role in implementation of POP strategies

carrying it out and helping to determine whether the strategy is working.

Slide 6

Now let's talk about more in-depth problem solving. As noted earlier, this is often referred to as problem-oriented policing or POP.

GROUP DISCUSSION: Take a look at this diagram. In your group, discuss what this means to you? How does it relate to policing? You have 2 minutes to discuss with your group.

ASK: In the diagram on the slide, as police, which level do we spend most of our time dealing with?

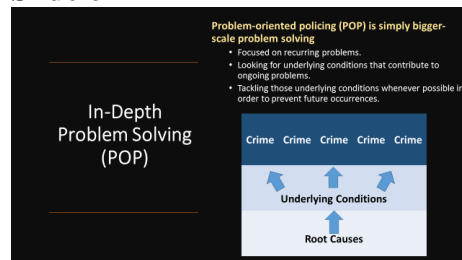
Explain: Modern policing is often described as incident-oriented policing. We handle things that happen one incident at a time. If a crime is reported, we respond, we document it, and we try to find out who did it. If it's a dispute, we try to resolve it. We mostly handle things one at a time, go 10-8, and wait for the next thing to happen.

We'll never stop doing that. Think of problem-oriented policing (POP) as in addition to incident-oriented policing. The idea is to look for clusters or patterns of individual crimes and incidents, and then, try to identify the underlying causes or conditions. If we can do something about them, we can prevent some future crimes and incidents from occurring.

It's the upstream idea from the first video. They didn't stop rescuing drowning people, but they also looked for the underlying condition that was causing the recurring problem. They found the cliff, and put up a fence.

Slide 7

Slide 6



Give the groups 2 minutes to discuss the information on the slide, then ask the follow-up questions.

Desired Responses:

- *The top level – crimes and other kinds of incidents.*

Slide 7

This slide mentions three basic Problem-Oriented Policing principles.

- **The Law of Concentration** – Some of you might know this as the Pareto Principle or the 80/20 rule. It almost always applies to crime and disorder – most occurs in a small number of places and most is caused by a small number of people. So, you don't have to look for underlying causes everywhere, just in those places where the problems are concentrated.

ASK: What are some examples of crime or disorder concentration in Baltimore?

- **Shifting and Sharing** – Police have a habit of accepting responsibility for nearly all of society's problems. Learning to shift and share that responsibility, when appropriate, is crucial. And this goes hand-in-hand with the idea of collaborative problem solving.
- **Be realistic** – You won't be able to fully solve most problems, even with community help, because their root causes are very deep, beyond what you can control. But you can find practical ways to reduce problems, make them happen less often, make them less harmful when they do occur, and so on. It might be disappointing not to fully solve a problem, but making things better is the mark of success.

You probably know that in Baltimore, like most places, crime hot spots are not simply places with a good deal

POP Principles

- Crime, disorder, and other problems are almost always concentrated – not evenly spread around.
- Look for opportunities to "shift and share" responsibility for problems.
- Be realistic – problems can't always be solved, but they can be reduced.



Look for:

- *Some neighborhoods have a lot of crime and disorder, others have little.*
- *The city has hundreds of convenience stores – do they all have the same level of problems?*
- *Retail stores – do they all have the same amount of shoplifting?*
- *It makes sense to look for where problems are concentrated, and then look there for underlying conditions that might be improved.*

of crime, but also places with strong social and health disadvantages. It's important to be aware that the co-occurrence of these problems might impact the ability of people to cooperate and collaborate with police in problem solving. You'll need to recognize and understand issues like poverty and healthcare disparities and how that implicates crime prevention.

Slide 8

One main tool in doing problem-oriented policing is the SARA Model. It's really just common sense, applied systematically.

- **Scanning** – being on the lookout for problems.
- **Analysis** – when you find something that might be a problem, slow down enough to analyze it. You want to figure out what's actually going on, and why.
- **Response** – Once you've figured out the problem, you want to consider a range of options, including engaging the community, then pick the best ones, and implement them.
- **Assessment** – Once you've started implementing your responses, check to see if they're working, and if not, adjust them.

ASK: Who remembers when gasoline drive-offs were a common crime?

ASK: Why don't these crimes happen this way anymore?

That's an example of problem-oriented policing.

They recognized a recurring problem, they figured out one of the main reasons why it was occurring, and they got gas stations, and eventually the whole industry, to change the underlying condition that made it so easy for

Slide 8



Look for someone in the class who can describe how these crimes used to happen. If necessary, explain it yourself. People used to be able to pull up to the pump and put gas in their car without paying first or inserting a credit/debit card. Then they had the opportunity to drive off without paying.

Look for:

- *Now you have to insert a card, or go inside and pay first.*

people to commit the crime and get away with it. Now, that version of larceny hardly ever occurs.

Slide 9

Another handy guide when doing POP is the crime triangle. There are two parts to it, an inner and an outer triangle.

The inner triangle says you need three things to come together for crimes to occur – a motivated offender and a vulnerable victim, coming together in an unguarded place. The beauty of this is that when you're doing problem solving, you might attack any of the three sides. The offender might be deflected, the victim might be made less vulnerable, or the place might be better guarded.

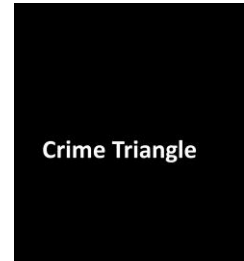
The outer triangle reminds us to look for partners in problem solving. Handlers, managers, and guardians all have some responsibility or influence and might be able to assist in problem solving. Obvious examples might be convenience store managers who could implement crime prevention measures, or youth coaches who could instill stronger values in their players.

ASK: How would the crime triangle fit the gasoline drive-off example?

Slide 10

Here's a 5-minute animated case study that illustrates some of these POP principles that we've just gone over.

Slide 9



Look for:

- *The way the "Place" was being operated was making it easy to get away with the crime.*
- *Eventually, "Managers" were convinced to change the way they operated their "Places" (their businesses), making them less vulnerable to the crime*

Slide 10

ASK: What are some POP and community policing principles that were illustrated in the animated case study?

Slide 11

GROUP ACTIVITY: Your group will be assigned one of the scenarios listed here. Your lieutenant attended a neighborhood meeting last night and two problems were raised by residents. You can see them spelled out on the slide. He wants you to use POP to address the problems.

In your groups, you'll discuss 2 questions, but we want you to focus on them one at a time.

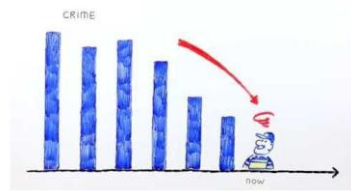
(Click to reveal 1st question.)

The first question is: How you would analyze your assigned problem?

Think about the following:

- Remember the SARA Model and the Crime Triangle.
- Scanning has already identified the two problems, at least according to some neighborhood residents.

CASE STUDY:



Play the 5-minute video that is linked in Slide 10. The URL is <https://www.youtube.com/watch?v=gTuPQmK8dFo>

Desired Responses:

- Community residents are included.
- Problems are identified and solved.
- Problems tend to be concentrated – the 80/20 rule.
- Police use the SARA Model and the Crime Triangle.
- Police are aware of underlying issues.
- Cross sector approach is applied and municipal stakeholders are involved.

Slide 11

Scenarios	
Discussion Questions: 1. How would you analyze your assigned problem? 2. What are some possible responses to this problem?	Problem #1 Noise, disorder, and fights outside the bars in the neighborhood. Residents are afraid to go out, can't get any sleep, and have to clean up the area every morning.
	Problem #2 There's an all-night convenience store that attracts a bad crowd. There's loitering, drug dealing, and there's been more than one shooting. The guy who owns it isn't from around here and doesn't care.

Assign each table group one of the scenarios. (Half of the class should have Problem #1 and the other half should have #2.) Give the groups 2 minutes to discuss Question #1 -- how they'd analyze their problem -- and then use 3 minutes for groups to report out just on that question.

Take about 2 minutes to discuss with your group.

Let's discuss.

(Click to reveal 2nd question.)

Now, spend another 2 minutes in your groups to discuss the following: What are some possible responses you might want to implement?

- Of course, those should depend on what you learned from your analysis.
- Think “if, then” – if analysis says it’s this, then we’d do this.

Let's discuss.

Desired Responses:

- *Get some data.*
- *Make observations.*
- *Talk to residents.*
- *Figure out if it really is a problem.*
- *If it is, try to figure out the who, what, where, when, and why.*

Tips:

- *#1 – Is it every bar, or just certain ones? Is it every night? How many residents are actually bothered/harmed?*
- *#2 – Does the data verify the complaint? Any insight from DAT or DDU? Watch for bias, considering the “bad crowd” and “not from around here” comments.*

Give the groups about 2 minutes to discuss Question #2 -- how they'd respond to their problem -- and then use 3 minutes for groups to report out. Get them to explain why they chose certain responses.

Desired Responses:

- *More than just extra patrol, enforcement, etc.*
- *Working with the businesses to improve their practices and help limit the problems.*
- *Looking for partners to help, such as code enforcement,*

We could keep going on this, but you get the idea. These might be chronic problems that would be hard to solve, but it's still likely that improvements could be made. And you'd be able to demonstrate to the community that you're taking their concerns seriously.

Slide 12

A point we want to emphasize is that problem-oriented policing (POP) works well on problems like those in the two scenarios, and it is also an effective way to tackle violent crime.

One good example is GVERS – Group Violence Reduction Strategy – which incorporates what's called focused deterrence. The idea is pretty simple – carefully identify that small percentage of the population that's involved in shootings, and then use sticks and carrots to try to get them to change their ways. It doesn't work on everybody, of course, but it does work on many.

The key is to really focus on the small number of people driving the problem, so that the city's resources – both enforcement and services – can be concentrated on them in a way that's not bluffing or making empty promises. Another key is to get community involvement, so that it's not just the government telling people they need to change, it's also family, friends, and neighbors.

BPD and City Hall are developing this strategy right now and it will be implemented soon.

Slide 13

The bottom line is that POP works to reduce crime and disorder problems, and when combined with community engagement, it helps build public trust too. There's no downside other than it's hard work.

When we say POP works – it's been studied exhaustively over the last 20-30 years. When research

liquor control, etc.

- *With the bars, targeting just the ones that are causing the problem (80/20 rule).*
- *Staying in touch with the residents, letting them know what you've found, what you're doing, and seeking additional feedback.*

Slide 12

POP Applies to All Kinds of Problems – Including Violence

- Remember concentration – it's a small percentage of the population that does our shootings
- Many of those people are involved in some kind of group, DTOs for example
- BPD & City Hall are currently developing a new Group Violence Reduction Strategy (GVERS)
 - Concentrate on that small number of shooters and victims (often retaliations)
 - Use focused deterrence + offer real options (treatment, education, jobs, etc.)
 - It's an approach that has worked well in other cities




Slide 13

One last point about the effectiveness of POP and other targeted police strategies – displacement. It's true that sometimes we just push crime around, without reducing it. However, there have been a lot of studies on that. Often, there's no displacement at all. Really. We're natural cynics so we might find that hard to believe, but it's true.

POP Works

- The evidence is consistent – POP works better than anything else at reducing crime and disorder.
- Also, “diffusion of benefits” is more common than displacement.
- A winning formula:
community engagement + POP = public trust + crime control

A photograph of two police officers in tactical gear, including helmets and vests, standing in a crowd. They are wearing sunglasses and have their hands on their hips. The background shows a large crowd of people and trees, suggesting a public event or protest.

Time (*5 minutes*)

Slide 14

Popcenter.org – Examples of POP Guides

The collage displays eight different POP Guides, each with a unique color scheme and a large star graphic. The guides cover various topics related to HIV, Tuberculosis, and Malaria prevention and control. The titles of the guides are: 'Prevention and Control of HIV', 'Prevention and Control of Tuberculosis', 'Prevention and Control of Malaria', 'Prevention and Control of HIV, Tuberculosis, and Malaria', 'Prevention and Control of HIV, Tuberculosis, and Malaria', 'Prevention and Control of HIV, Tuberculosis, and Malaria', 'Prevention and Control of HIV, Tuberculosis, and Malaria', and 'Prevention and Control of HIV, Tuberculosis, and Malaria'.

Any time you've identified a problem here in Baltimore that needs to be worked on, it is highly recommended that you go to this site for ideas and guidance. There's no need to reinvent the wheel every time.

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doing in-depth problem solving, or POP. But they'll need everybody's help in identifying problems, figuring them out, and then applying responses to reduce them. We should all develop a problem-solving mindset.

We are going to take a 10-min break.

Slide 15



Break (*10 minutes*)