

<p align="center">BALTIMORE POLICE DEPARTMENT – EDUCATION AND TRAINING SECTION</p> <p align="center">LESSON PLAN</p>	
<p>COURSE TITLE: Problem-Solving, Field Training Officer Program</p> <p>LESSON TITLE: Problem-Solving with Your Recruits</p>	
<p>New or Revised Course: <input type="checkbox"/> New <input checked="" type="checkbox"/> Revised</p> <p>Prepared By: Alfredo Cumerma, Officer Tarsha Taru Date: 4-23-21</p> <p>Academic Director Approval: Director Gary Cordner Date:</p>	
PARAMETERS	<p>Lesson hours: 2 hour <input type="checkbox"/> Entry-level</p> <p>Class size: <input type="checkbox"/> Continuing Education</p> <p>Space needs: <input checked="" type="checkbox"/> Other</p>
<p>STUDENT/COURSE PREREQUISITES/QUALIFICATIONS (if any)</p> <p>N/A</p>	
<p>LESSON HISTORY (previous versions, titles if applicable)</p> <p>N/A</p>	
<p>PERFORMANCE OBJECTIVES</p> <p>Through facilitated discussion, students will define and distinguish problem-oriented policing (POP) from incident-driven policing (IDP), to the satisfaction of the facilitator.</p> <p>Given various scenarios, students will explain how they would model teaching POP to their recruits, to the satisfaction of the facilitator.</p>	<p>ASSESSMENT TECHNIQUE</p> <ol style="list-style-type: none"> 1. Facilitated Discussion 2. Scenarios

<p align="center">COURSE DESCRIPTION</p> <p>This lesson will focus on the primary tools at an FTO's disposal for instructing trainees in POP, such as: the SARA model, situational prevention, and the Neighborhood Portfolio Exercise (NPE).</p>					
<p align="center">MPCTC OBJECTIVES (if applicable)</p> <p><i>(Include all terminal objectives. Include supporting objectives if they help elaborate what needs to be covered in the lesson. Ensure that all terminal objectives mentioned here are also added to the "Facilitator Notes" column where they are addressed in the lesson.)</i></p> <p>N/A</p>					
<p align="center">INSTRUCTOR MATERIALS</p> <p><i>Problem-Solving</i> PowerPoint <i>Problem-Solving</i> lesson plan</p>					
<p align="center">TECHNOLOGY/EQUIPMENT/SUPPLIES NEEDED</p> <p>Computer Projector Chart paper Post-it notes Markers</p>					
<p align="center">STUDENT HANDOUTS</p> <table border="0"> <tr> <td># Needed</td> <td>Title</td> </tr> <tr> <td>N/A</td> <td></td> </tr> </table>		# Needed	Title	N/A	
# Needed	Title				
N/A					
<p align="center">METHODS/TECHNIQUES</p> <p>Facilitated discussion and scenarios</p>					
<p align="center">REFERENCES</p> <p><i>SARA Model</i></p>					
<p align="center">GENERAL COMMENTS</p> <p>This course should be taught by an experienced instructor, one who is an FTO.</p>					

Lesson Plan Checklist (Part 1)


Format	Yes	No	N/A
1. All sections and boxes are completed.	X		
2. Performance objectives are properly worded and included in content.	X		
3. Assessment techniques are aligned with performance objectives.	X		
4. Copies of handouts and other instructional aids (if any) are included.			X
5. References are appropriate and up-to-date.	X		
6. Instructions to facilitators are in the right-hand column.	X		
7. Content is in the left-hand column.	X		
8. Timing of instructional content and activities is specified.	X		
9. Instructional content and PowerPoint slides are consistent & properly aligned.	X		
10. Student engagement/adult learning techniques are included.	X		
a. Instructional content is not primarily lecture-based.	X		
b. Questions are posed regularly to engage students and ensure material is understood.	X		
c. Case studies, role-playing scenarios, and small group discussions are included where appropriate.	X		
11. Videos are incorporated.			X
a. Video introductions set forth the basis for showing the video and key points are highlighted in advance for students.			X
b. Videos underscore relevant training concepts.			X
c. Videos do not contain crude or offensive language or actions that are gratuitous or unnecessary.			X
d. Videos portray individuals of diverse demographics in a positive light.			X
12. Meaningful review/closure is included.	X		
a. Important points are summarized at the end of lesson plan.	X		
b. Assessments are provided to test knowledge of concepts.	X		

Lesson Plan Checklist (Part 2)

Integration	Yes	No	N/A
13. Does the lesson incorporate BPD technology?			X
14. Does the lesson plan integrate BPD policies?	X		
15. Does the lesson reinforce BPD mission, vision, and values?	X		
16. Does the lesson reinforce the Critical Decision-Making Model?	X		
17. Does the lesson reinforce peer intervention (EPIC)?			X
18. Does the lesson incorporate community policing principles?	X		
19. Does the lesson incorporate problem solving practices?	X		
20. Does the lesson incorporate procedural justice principles?			X
21. Does the lesson incorporate fair & impartial policing principles?			X
22. Does the lesson reinforce de-escalation?			X
23. Does the lesson reinforce using most effective, least intrusive options?	X		
24. Does the lesson have external partners involved in the development of training?			X
25. Does the lesson have external partners in the delivery of training?			X
Subject Matter Expert: Alfredo Cumerma, Police Officer Tarsha Taru	Date: 4-23-21		
Curriculum Specialist: Dawn Peake	Date: 4-23-21		
Reviewing Supervisor: Sgt. Kara Gladden	Date:		
Reviewing Commander: Lt. Michael Brinn	Date:		

COURSE TITLE: Problem-Solving, Field Training Officer Program

LESSON TITLE: Problem-Solving with Your Recruits

PRESENTATION GUIDE	FACILITATOR NOTES
<p>I. ANTICIPATORY SET</p> <p>Welcome to the <i>Problem-Solving</i> module for FTOs.</p> <p>With the officers at your table, discuss the following...</p> <p>ASK: Think back to <i>Community Policing</i>, what concepts come to mind?</p>	<p>Time: (5 minutes)</p> <p><i>Facilitators should introduce themselves (if necessary) and briefly explain what the lesson is about and why it is important.</i></p> <p>Slide 1</p>  <p>Desired Responses:</p> <ul style="list-style-type: none">• SARA Model• Engaging with the community – formally and informally• Daily problem-solving• Neighborhood Coordination Officers assisting officers with resources, problems, and conditions.• Problem-orienting policing in high-risk places• Building relationships with residents and community groups• Connecting residents to helpful services

II. INSTRUCTIONAL INPUT (CONTENT)

PERFORMANCE OBJECTIVES

Today, we will be distinguishing problem-oriented policing, or POP, from incident-driven policing, and reviewing some of the major features of POP. Many of you may have already encountered POP in other training, so today's focus will be more on practical scenarios.

In addition, we will discuss some of the primary tools at our disposal for instructing trainees in POP. Again, some of these may be familiar: the SARA model, situational prevention, and—something which you may not know as well—the Neighborhood Portfolio Exercise (NPE).

Incident-Driven Policing

First, let's address our "culprit," so to speak. Incident-Oriented Policing.

ASK: What is it? Can anyone provide a definition?

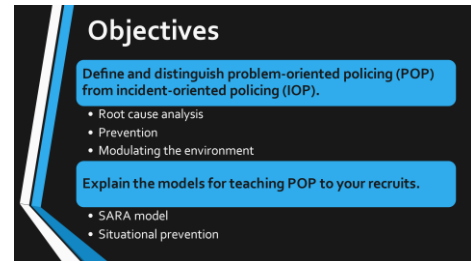
SAY: Excellent. Yes, incident-driven policing is equivalent to a doctor treating your symptoms when you are ill. You may feel better momentarily, but the problem may persist, leading you to further treatment. Incident-oriented policing also prevents us from influencing the environment around us and gaining community trust. Let's look at some more examples (*Click to reveal photographs on slide.*)

ASK: Based on your experience as officers, what would be the incident-driven response to each of these problems?

1. Prostitution

Time: (1 hour, 50 minutes)
Break included

Slide 2



Slide 3



Desired Response:

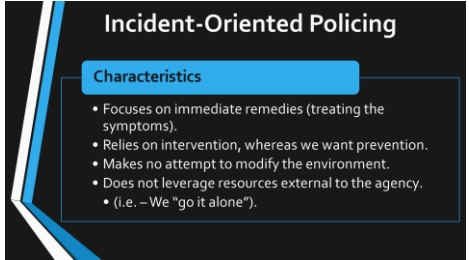
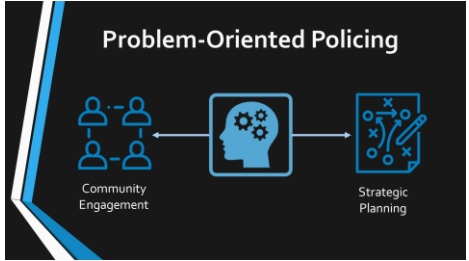
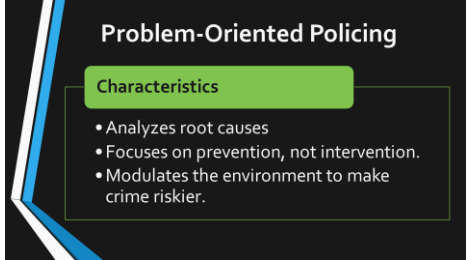
- Basically, addressing an incident in the moment with a band-aid, immediate remedies (treating symptoms) – It's reactive. Sometimes, the solutions are not necessarily the best, which can lead to persistent issues.

Click to reveal photographs on slide.

Expected Responses:

- Prostitution – Displacing the problem (asking people

<p>2. Commercial robbery 3. Loitering youth</p> <p>Great. All accurate responses.</p> <p>With the officer next to you, discuss the following... ASK: Let's shift our perspective and consider the underlying causes of these problems. Any ideas? What could be the root causes of these issues in a community?</p> <p>With your table group, discuss the following... ASK: What is the difference between Incident-Oriented Policing and Problem-Oriented Policing?</p>	<p>to move their suspected activities elsewhere).</p> <ul style="list-style-type: none"> • Commercial robbery – “file (a report) and forget,” or posting an officer to the area when there may be a more proactive and less resource-intensive solution. • Loitering youth – Again, displacing the problem. <p><i>Click to reveal, after discussion.</i> Desired Responses:</p> <ul style="list-style-type: none"> • Lack of economic opportunity • Organized drug trade • Addiction • Discrimination/disenfranchisement of LGBTQ populations • Domestic abuse • Neglect of security on the part of store management • Hostile family environments • Lack of diversion, after-school programs, sports, etc. <p>Desired Responses:</p> <ul style="list-style-type: none"> • IDP - Focuses on immediate remedies (<i>treating the symptoms</i>), relies on intervention, whereas we want prevention, makes no attempt to modify the environment, and does not leverage resources external to the agency. • POP - Analyzes root causes, focuses on prevention, not intervention, and modulates
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	<p>the environment to make crime riskier.</p> <p><i>The instructor should have a few students share responses from their group.</i></p>
<p>Incident-Oriented Policing</p> <p>So, what do we notice? We can see that incident-driven policing . . .</p> <ul style="list-style-type: none"> • Focuses on immediate remedies (<i>treating the symptoms</i>). • Relies on intervention, whereas we want prevention. • Makes no attempt to modify the environment. • Does not leverage resources external to the agency (<i>i.e. – We “go it alone”</i>). 	<p>Slide 4</p> 
<p>Problem-Oriented Policing</p> <p>Now, let’s take a look at Problem-Oriented Policing.</p> <p>ASK: In contrast, problem-oriented policing takes a different approach. If incident-driven policing neglects the surrounding environment and the like, what does problem-oriented policing emphasize?</p> <p>Good. The role of POP lies between community engagement, on the one hand, and strategic (high-level) crime plans, on the other. The goal of POP is to look for clusters or patters of individual crimes and incidents, and then, try to identify the underlying conditions or causes. If we can do something about them, we can prevent some future crimes and incidents from occurring.</p>	<p>Slide 5</p>  <p>Desired Responses:</p> <ul style="list-style-type: none"> • Community engagement (formal and informal) • Long-term crime strategy • Partnerships with local organizations • Crime prevention, not intervention
<p>Problem-Oriented Policing</p> <p>So, to sum it up, POP . . .</p> <ul style="list-style-type: none"> • Analyzes root causes • Focuses on prevention, not intervention. • Addresses those root causes in order to help prevent future crimes and incidents from occurring. 	<p>Slide 6</p> 

Scenario 1

With your table group, discuss the following scenario:

In the last 28-day period, your post between Arunah Ave and Poplar Grove Street has a high armed Robbery rate on Charlie shift between 2100-2300 hrs. Crime data shows over 100 related calls from January 2021- April 2021. In the last two weeks, you and your Trainee have taken 4 armed robbery reports in the area. No arrest has been made in reference to these robberies. The neighborhood where these robberies are taking place has broken streetlights which leaves the area very dark at night.

GROUP ACTIVITY

ASK: How would you get your trainee to produce solutions to mitigate these robberies? Talk with your group.

Think about the root cause, prevention measures, and modification efforts. You have 5 minutes. Be prepared to share.

Let's share out.

ASK: What is the root cause?

ASK: What are some possible solutions?

Slide 7

SCENARIO 1

In the last 28-day period, your post between Arunah Ave and Poplar Grove Street is a high armed Robbery rate on Charlie shift between 2100-2300 hrs. Crime data shows over 100 related calls from January 2021- April 2021. In the last two weeks, you and your Trainees have taken 4 reports armed robbery reports in the area. No arrest has been made in reference to these robberies. The neighborhood where these robberies are taken place the area has broken streetlights which leaves the area very dark at night.

Applying POP, how would get your trainee to produce solutions to mitigate these robberies?

Think about:

- Root Causes
- Prevention Measures
- Modulation Efforts

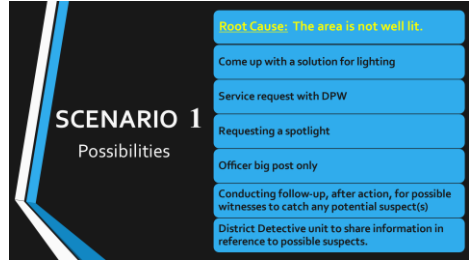
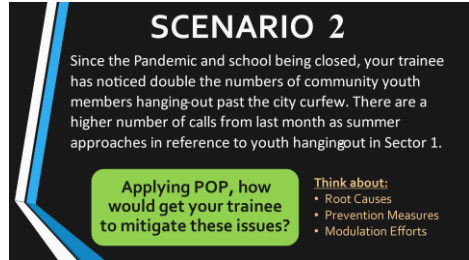
Desired Response:

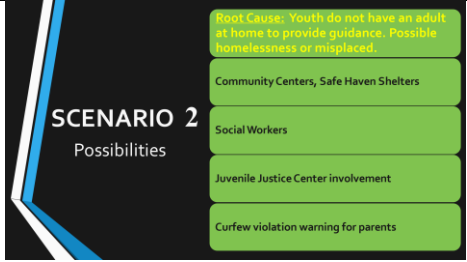


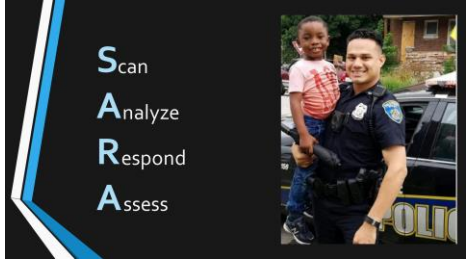
- The area is not well lit.

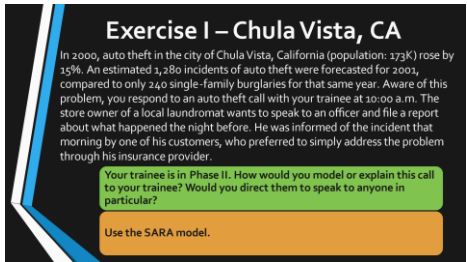
Desired Responses:

- Come up with a solution for lighting.
- Service request with DPW.
- Request a spotlight
- Conduct follow-up, after action, for possible witnesses to catch any potential suspects.
- District Detective Unit to share information in reference to possible suspects.

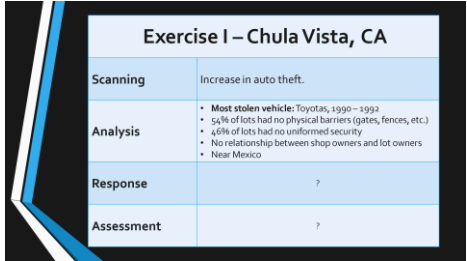
As necessary, the instructor should

	ask follow-up questions such as: <i>How will ____ be helpful?</i>
<p>Scenario 1: Possibilities Let's take a look at some of the possibilities for Scenario 1. <i>(Only read aloud the ones not mentioned.)</i></p>	<p>Slide 8 <i>The instructor should only read aloud any possibilities not mentioned in the discussion.</i></p> 
<p>Scenario 2 With a partner, discuss the following scenario:</p> <p><i>Since the Pandemic and school being closed, your trainee has noticed double the numbers of community youth members hanging-out past the city curfew. There are a higher number of calls from last month as summer approaches in reference to youth hanging-out in Sector 1.</i></p> <p>PARTNER ACTIVITY ASK: How would you get your trainee to produce solutions to mitigate youths hanging out past city curfew? Talk with a partner.</p> <p>Think about the root cause, prevention measures, and modification efforts. You have 5 minutes. Be prepared to share.</p> <p>Let's share out.</p> <p>ASK: Do we know the root cause of this problem?</p>	<p>Slide 9</p>  <p>Desired Response:</p> <ul style="list-style-type: none"> • <u>Not exactly:</u> the trainee should ask why the youth are out past curfew (i.e. – field interview), if they have any issues at home, etc. to determine the root cause. Possible causes

	
<p>Break</p> <p>We are now going to take a 5-minute.</p>	<p>Slide 11</p>  <p><i>The instructor should indicate the time to report back to class.</i></p>
<p>Teaching POP to Your Recruits</p> <p>We're going to take a deeper dive into Problem-Oriented Policing and how to teach your recruits.</p>	<p>Slide 12</p> 
<p>SARA Model</p> <p>One of the primary tools for teaching problem-solving to our recruits is the SARA model. This is the model that all recruits should have practiced by the end of their field training.</p> <p>ASK: Who remembers this acronym? Can someone explain it for us?</p>	<p>Slide 13</p>  <p>Desired Responses:</p> <ul style="list-style-type: none"> • Scan, analyze, respond, and assess

<p>SARA stands for scan, analyze, respond, and assess.</p> <p>ASK: But how does this work in the field? Exactly what does it mean to scan, analyze, respond, and assess.</p>	<p>Desired Responses:</p> <ul style="list-style-type: none"> • Scan – Determine the problem. • Analyze – Ask about the problem and use crime analysis to find solutions in conjunction with the community stakeholder(s). • Respond – Create and implement an action plan to resolve the problem. • Assess – Follow up on the problem and determine if your response has been effective.
<p>Exercise I – Chula Vista, California</p> <p>Let’s go over an example from Chula Vista, California. I want you all to put yourselves in this situation and think about how you would use SARA with your recruits.</p> <p>GROUP ACTIVITY</p> <p>With your table group, discuss the following...</p> <ul style="list-style-type: none"> • Your trainee is in Phase II. How would you model or explain this call to your trainee? Would you direct them to speak to anyone in particular? Use the SARA model. <p>Here’s the scenario:</p> <p><i>In 2000, auto theft in the city of Chula Vista, California (population: 173K) rose by 15%. An estimated 1,280 incidents of auto theft were forecasted for 2001, compared to only 240 single-family burglaries for that same year. Aware of this problem, you respond to an auto theft call with your trainee at 10:00 a.m. The store</i></p>	<p>Slide 14</p>  <p>Exercise I – Chula Vista, CA</p> <p>In 2000, auto theft in the city of Chula Vista, California (population: 173K) rose by 15%. An estimated 1,280 incidents of auto theft were forecasted for 2001, compared to only 240 single-family burglaries for that same year. Aware of this problem, you respond to an auto theft call with your trainee at 10:00 a.m. The store owner of a local laundromat wants to speak to an officer and file a report about what happened the night before. He was informed of the incident that morning by one of his customers, who preferred to simply address the problem through his insurance provider.</p> <p>Your trainee is in Phase II. How would you model or explain this call to your trainee? Would you direct them to speak to anyone in particular?</p> <p>Use the SARA model.</p> <p>Prompting questions:</p> <ol style="list-style-type: none"> <i>Which stakeholders (other than the shop owner) might you want to contact and speak to (i.e. – victim, local business organizations / parking lot owners, insurance reps who might explain what was done with the vehicle after theft, etc.)</i> <i>What kind of information they should attempt to glean</i>

<p><i>owner of a local laundromat wants to speak to an officer and file a report about what happened the night before. He was informed of the incident that morning by one of his customers, who preferred to simply address the problem through his insurance provider.</i></p> <p>You have 10 minutes to discuss with your group. Use the chart paper and markers to record your answers.</p> <p>Now, post your charts near your table. Let's share out.</p> <p>ASK: Your trainee is in Phase II. How would you prepare your trainee for the call? What information would you have them obtain? Would you direct them to speak to anyone in particular? Use the SARA model.</p>	<p><i>from the shop owner and stakeholders (i.e. – what information do they need in order to plan a response? Any patterns or trends?)</i></p> <p><i>The instructor should provide approximately 10 minutes for groups to work and facilitate around to each group to listen to conversations and guide groups as needed.</i></p> <p><i>Charts should be posted in the room for all students to see and refer to during the discussion. The instructor should have a few groups share their answers and then ask if there are any other groups that want to add anything.</i></p> <p>Desired Responses:</p> <ul style="list-style-type: none"> • The FTO should prepare their trainee for the call by explaining the various data points which might be helpful for resolving the problem. They should then direct their trainee to inquire about these items (see the following bullet points). • Stakeholders – Parking lot owner(s); other shop owners sharing the same lot; if feasible, other victims (<i>to determine the types of vehicles being stolen</i>); neighborhood or local business associations (<i>to inform/educate them on the problem</i>). Some of these contacts may be made as part of a follow-up
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	<p>investigation.</p> <ul style="list-style-type: none"> • Information – time of day patterns; commonalities between lots suffering from the same problem (i.e. – do they have security personnel? Cameras? Physical barriers? Are they within a certain geographic proximity?); review auto theft reports taken in the area during the past month; speak to detectives who handle auto theft. • NOTE: Desired responses here are essentially those listed on the next slide as solutions to the real problem (i.e. – <i>what they actually did in Chula Vista, CA</i>). 										
<p>Exercise I – Chule Vista, California, Cont’d. Now, let’s consider the facts from how this actually played out in Chula Vista. Here is what they found...</p> <ul style="list-style-type: none"> • For scanning, they found that there was an increase in auto theft. • Through analysis, the following information surfaced: <ul style="list-style-type: none"> - Most stolen vehicle: Toyotas, 1990 – 1992 - 54% of lots had no physical barriers (gates, fences, etc.) - 46% of lots had no uniformed security - No relationship between shop owners and lot owners - Near Mexico <p>ASK: I left the last two portions blank. Given what you know now, what kinds of responses might you propose?</p>	<p>Slide 15 <i>Read the “Scanning” and “Analysis” portions out loud to class.</i></p>  <table border="1"> <thead> <tr> <th colspan="2">Exercise I – Chula Vista, CA</th> </tr> </thead> <tbody> <tr> <td>Scanning</td> <td>Increase in auto theft.</td> </tr> <tr> <td>Analysis</td> <td> <ul style="list-style-type: none"> • Most stolen vehicle: Toyotas, 1990 – 1992 • 54% of lots had no physical barriers (gates, fences, etc.) • 46% of lots had no uniformed security • No relationship between shop owners and lot owners • Near Mexico </td> </tr> <tr> <td>Response</td> <td>?</td> </tr> <tr> <td>Assessment</td> <td>?</td> </tr> </tbody> </table> <p>Desired Responses:</p> <ul style="list-style-type: none"> • <i>Meet with shop and lot owners to share your analysis and discuss solutions that they could implement either individually or collectively,</i> 	Exercise I – Chula Vista, CA		Scanning	Increase in auto theft.	Analysis	<ul style="list-style-type: none"> • Most stolen vehicle: Toyotas, 1990 – 1992 • 54% of lots had no physical barriers (gates, fences, etc.) • 46% of lots had no uniformed security • No relationship between shop owners and lot owners • Near Mexico 	Response	?	Assessment	?
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Response	?										
Assessment	?										

<p>ASK: And the assessment? What would you want to verify once your responses have been implemented?</p>	<p><i>such as (see the following bullet points):</i></p> <ul style="list-style-type: none"> • Installation of physical barriers on the premises. • If possible, employment of private security personnel. • Installation of security cameras and lighting. • Education workshops with shop/lot owners on how to address the problem. • Outreach or flyers for potential victims (i.e. – Toyota owners) who frequent the store. For instance, the owner could put up a plastic stand with a notice that this activity has been going on. • Partnership with border patrol to identify and report vehicles being used as drug ferries (due to the proximity to Mexico and knowledge that some vehicles were being used for this purpose). • Any other realistic solution relying on prevention. <p>Desired Responses:</p> <ul style="list-style-type: none"> • That the crime rate has gone down. • That lot owners have installed physical barriers, security cameras, etc. for deterrence. • That a communication line has been opened between lot owners and shop owners for future problems. • <i>Other responses according to instructor discretion.</i>
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Crime Triangle / Sources of Engagement

As you may have deduced from the exercise, one of the problems your recruit might encounter is that of situating each actor within the context. Who should they speak to? Who will require a bit more outreach? This can prove difficult, but it is an essential part of critical thinking. We need to build relationships in order for POP to work, but an FTO's modeling may not be enough for a new recruit to develop an intuitive sense of who to engage given a particular problem. Remember, POP is highly dependent upon community engagement and partnerships. The Crime Triangle is one of the ways we can determine who to engage to resolve a problem. There are two parts to the crime 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 outer triangle reminds us to look for partners in problem solving. Handlers, guardians, and managers all have some responsibility or influence and might be able to assist in problem solving.

Now, let's consider the example from Chula Vista.

ASK: Based on what we know, who might the offenders be in this scenario? Who are the managers? The guardians? Let's take a moment to consider the various actors that might be on interest in this sort of situation. And remember...we may not be able to do anything about every single actor involved. Sometimes the managers are out of reach, which means we may have to go to the handlers, and so on.

In this scenario, though, it's pretty straightforward.

CLASS ACTIVITY:


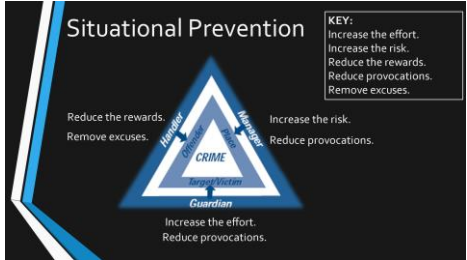
Your table has post-it notes and markers. I'm going to assign table groups to 1 of the 3 parts of the Crime Triangle. With your group, record your ideas. You should have 1 person recording notes on post-its for the group. In about 3 minutes, I'll have you all place your post-it notes on this chart.

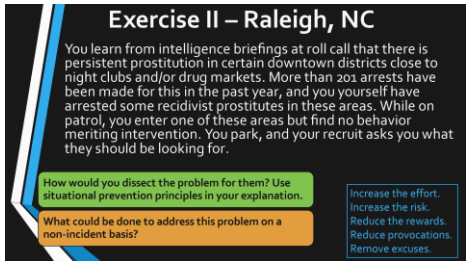
Slide 16



Ensure post-it notes and markers are available to tables.

The instructor should draw a triangle on chart paper and label the 3 parts: Handler, Manager, Guardian, where students can

<p>Let's compare your responses to the responses I'm going to show you. <i>(Click to reveal.)</i></p> <p>Here are some potential answers. I say "potential" because these can be fluid and change depending upon the situation. Notice how I inserted the "provocations" piece under both guardian/victim and manager/place. That's because both of these actors could potentially modulate or influence the provocation around a crime. The same applies to the other categories.</p>	<p><i>place their ideas around each part of the triangle.</i></p> <p><i>The instructor should assign table groups 1 of the 3 parts of the Crime Triangle.</i></p> <p><i>Discuss the kind of information they would want their recruits to uncover through interactions with each particular actor.</i></p> <p><i>At the end, click for the animation to reveal the actors from this case.</i></p>
<p>Situational Prevention</p> <p>Another model that your recruits should become familiar with is that of situational prevention. This approach to problem-solving is very similar to POP and complements it in many ways. It also depends upon the crime triangle we just discussed.</p> <p>ASK: Does anyone remember the five objectives of situational prevention?</p> <p>Situational prevention has five overarching objectives with respect to crime [click for animation]:</p> <ol style="list-style-type: none"> 1. Increase the effort. 2. Increase the risk. 3. Reduce the rewards. 4. Reduce provocations. 5. Remove excuses. 	<p>Slide 17</p> 
<p>Situational Prevention, Cont'd.</p> <p>Let's go back to the crime triangle. Take a look at the key on the slide. I want you to associate these five goals with each actor.</p> <p>ASK: Who would you engage to increase the risk involved in a crime? Who would you contact to reduce provocations? What about rewards? Who might be able to influence that?</p> <p>Here are some potential answers. I say "potential"</p>	<p>Slide 18</p>  <p><i>The instructor should have a few students respond and then click to reveal "potential" answers on the</i></p>

<p>because these can be fluid and change depending upon the situation. Notice how I inserted the “provocations” piece under both guardian/victim and manager/place. That’s because both of these actors could potentially modulate or influence the provocation around a crime. The same applies to the other categories.</p>	<p>slide.</p>
<p>Exercise II – Raleigh, North Carolina Here’s another example from Raleigh, North Carolina. I want you all to put yourselves in this situation and think about how you would use SARA with your recruits.</p> <p>PARTNER ACTIVITY With a partner, discuss the following...</p> <ul style="list-style-type: none"> • How would you dissect the problem for your PTO? Use situational prevention principles in your explanation. • What could be done to address this problem on a non-incident basis? <p>Here’s the scenario: <i>You learn from intelligence briefings at roll call that there is persistent prostitution in certain downtown districts close to night clubs and/or drug markets. More than 201 arrests have been made for this in the past year, and you yourself have arrested some recidivist prostitutes in these areas. While on patrol, you enter one of these areas but find no behavior meriting intervention. You park, and your recruit asks you what they should be looking for in this situation.</i></p> <p>You have 10 minutes to discuss with your partner. One of the you should record your thoughts on a piece of paper. Be prepared to share with the class.</p> <p>Let’s share what you and your partner discussed.</p> <p>ASK: How would you dissect the problem for your POT? Use situational prevention principles in your explanation.</p>	<p>Slide 19</p>  <p><i>The instructor should provide approximately 10 minutes for groups to work and facilitate around to each group to listen to conversations and guide groups as needed.</i></p> <p><i>The instructor should have a few partner groups share out.</i></p> <p>Desired Responses for Both Questions:</p>

ASK: What could be done to address this problem on a non-incident basis?

- FTOs should first explain that prostitution is a symptom of larger social ills.
- Record vehicle tag information of suspected clients and perform “benign outreach” informing them of the problem in the area.
- Advise prostitutes that social services such as substance abuse counseling are available.
- Create confidential resident WhatsApp groups to report or obtain evidence of frequent prostitutes.

Exercise II – Raleigh, North Carolina, Cont’d.

Now, let’s look at some of the real solutions they developed in Raleigh and compare them to our own.

I’ve only included three of the five categories here because their solutions were limited to these areas. In addition, some of the results included may not work as well in Baltimore, but this should still give you an idea of how to apply situational prevention techniques. *(Read solutions on slide.)*

Obviously, as patrol officers, some of these solutions may not be immediately accessible to you (i.e. – speaking to the Assistant District Attorney or Chief District Court Judge), but they are proposals which you could forward up the chain of command. That is to say, the individual problem-solving you conduct on the streets translates—as we saw in problem-oriented policing—to more strategic initiatives.

This is the concept you need to bring to your recruits. Though it may seem like one patrol unit can’t make a difference in these more systemic problems, your problem-solving can prompt larger actions which can.

Slide 20

Exercise II – Raleigh, NC		
Results		
Increase Effort	Increase Risk	Reduce Rewards
Spoke to ADA and Chief District Court Judge: probation based on geo-fencing (area denial)	Meetings with local home-owners associations: how to track vehicle tags/get in touch with police afterwards (WhatsApp?)	Remove the “drug reward.” Parole made contingent upon rehab.
Dissuade customers from frequenting areas (see next column)	Vehicles of customers identified; letters sent by PC to owners “urging caution” in these areas	Greater rewards for NOT engaging, social services, homelessness support, etc.

The instructor should read the solutions on the slide.

III. REVIEW/EVALUATION/CLOSURE

Quiz

To sum up what we've learned so far, let's review...

ASK: What are the 3 main features of problem-oriented policing (POP)?

ASK: What is the greater role of POP? What is it connected to?

ASK: Give an example of the "analysis" part of SARA (invent a scenario).

Time: (5-10 minutes)

Slide 21

Slide 21 is a dark-themed slide titled "Quiz". It contains three blue boxes with questions and a list of bullet points on the right. The questions are: "What are the 3 main features of problem-oriented policing (POP)?", "What is the greater role of POP? What is it connected to?", and "Give an example of the 'analysis' part of SARA (invent a scenario).". The bullet points are: "Root cause analysis", "Prevention, not intervention", "Modulating the environment", and "Between community engagement and broader crime strategy".

The instructor should click to reveal desired responses on the slide after each question is reviewed.

The instructor should rotate between having table groups and partners discuss and share out.

Clarify any misconceptions, as needed.

Quiz

ASK: What are the 3 parts of the "Crime Triangle?"


ASK: Name 3 of the 5 objectives of situational prevention.

Slide 22

Slide 22 is a dark-themed slide titled "Quiz". It contains two blue boxes with questions and a list of bullet points on the right. The questions are: "What are the 3 parts of the 'crime triangle?'" and "Name 3 of the 5 objectives of situational prevention.". The bullet points are: "Handler / Offender", "Guardian / Victim", "Manager / Place", "Increase effort", "Increase risk", "Reduce rewards", "Reduce provocation", and "Reduce excuses".

The instructor should click to reveal desired responses on the slide after each question is reviewed.

The instructor should rotate between having table groups and

	<p><i>partners discuss and share out.</i></p> <p><i>Clarify any misconceptions, as needed.</i></p>
<p>Questions</p> <p>ASK: What questions do you have for me?</p>	<p>Slide 23</p>  <p><i>The instructor should answer as many questions as time allows.</i></p>