RESISTANCE AND PREVENTION PROGRAM (RAPP)

PARTICIPANT HANDBOOK
A Curriculum for Police and Specialists in Crime Prevention among Youth
This Participant Handbook was developed through a collaborative effort between the Ministry of National Security, Trinidad and Tobago Police Service (TTPS) and the Pan American Development Foundation (PADF), with the generous support of the American people through the U.S. State Department’s Bureau of International Narcotics and Law Enforcement Affairs (INL) under the Caribbean Basin Security Initiative (CBSI). Technical consultants Portland Police Bureau Detective Ms. Mary Wheat, Officer Jason Jones, and Curriculum Developer Dr. Carmen Aldinger helped design the content and pedagogical tools included herein.

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Introduction

In the past fifteen years, the Caribbean has experienced significant increases in crime, especially with regard to domestic violence, substance abuse and gang activity among youth. These actions have had a major impact on, not only the victims and their families, but also the perpetrators, bystanders and society as a whole. The effects are widespread and include diminishing economic and social returns related to local business, tourism, investment and overall development indicators. Such challenges can result in an overburdened criminal justice system, and have negatively impacted the ability to combat crime by creating fear and distrust among citizens.

To address these issues, police and other government agencies are now making social crime prevention a priority. In working together, police, government officials and key members of society can, and do, influence the quality of life in their communities. By creating mutually beneficial and trusting relationships, they can ensure government-citizen collaboration that affects positive change where they serve, especially among the next generation. The key is creating community-driven strategies for addressing crimes, while using evidence-based practices to apply lessons learned and ensure sustainability.

This course is designed to help police and other specialists in crime prevention resolve the root causes of youth violence. It seeks to provide participants with an understanding of the role police and others (including youth) can play in crime prevention, as well as the importance of approaching prevention through a holistic process involving coordination across government agencies, community groups and families. It also aims to encourage participants to appreciate that the quality of community life can be improved by replacing longstanding barriers of mistrust with opportunities for partnership and communication. Ultimately, this course will provide participants with concrete skills for working with potential offenders through leadership, critical thinking, communication, planning and outreach.

This Participant Handbook is meant to serve as an accompaniment to a 31-hour class-based course. It includes 10 modules in total, each consisting of 3 approximately one-hour long lessons (minus Module 9, which covers only one 4-hour lesson). The course addresses social crime prevention, communication, leadership, causes of youth crime and violence, evidence-based practices, politics, ethics, social media and action plans.

There is a mid-term and final exam, as well as a class presentation on the action plans created.
Module I: Promotion of Lawfulness through Social Crime Prevention

This module serves as the foundation for the entire course by providing an introduction to course materials, key arguments and the overall structure.

Lesson 1 begins with introductions. Subsequently, the class will review crime statistics and learn how these statistics can assist them in their crime prevention and reduction efforts.

In Lesson 2, we will study some of the historical approaches to reducing crime in modern day policing. This information will give the class a foundation for prevention practices.

In Lesson 3, we will be presented with the theory of social crime prevention. We will discuss how citizens, the community, and the criminal justice system can work together with these theories and strategies to reduce and prevent crime.

Trinidad and Tobago Police Force, Circa 1981.
Lesson 1: Crime Statistics and Historical Approaches to Reducing Crime

Detailed crime statistics are important – they allow for the beginning of actual crime analysis.

*Crime analysis* is a systematic study of crime and disorder problems, as well as other police-related issues, to assist in criminal apprehension, reduction and prevention. Crime analysis is becoming a central strategy in crime prevention efforts and many police agencies have created Crime Analysis Units (CAUs), such as the CAPA (Crime and Problem-Solving Branch) in TTPS, which use analytical methods to support operations. These units can include civilians, law enforcement officers and supervisors who analyze data and utilize technology to determine patterns and where resources should be focused. This is why:

- Having timely and accurate local statistics can help in the prevention and reduction of crime.
- It is important to take into account unreported crime that exists in order to address the issues facing a larger portion of the community.
- Statistics that are accurate and timely can assist in the rapid deployment of personnel and resources that support specific strategies for reducing and preventing crime.

Refer to the following page of the Participant Handbook for 2012 and 2014 crime statistics, as reported to the TTPS, and consider the questions that follow it.

<table>
<thead>
<tr>
<th>Activity</th>
<th>January 1\textsuperscript{st} to December 31\textsuperscript{st}</th>
<th>January 1\textsuperscript{st} to December 31\textsuperscript{st}</th>
<th>January 1\textsuperscript{st} to August 31\textsuperscript{st}</th>
<th>Percent Change from 2012-2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Murders</td>
<td>379</td>
<td>407</td>
<td>254</td>
<td>7%</td>
</tr>
<tr>
<td>Wounding &amp; Shootings</td>
<td>579</td>
<td>542</td>
<td>287</td>
<td>- 6.5%</td>
</tr>
<tr>
<td>Rapes, Incest &amp; Other Sexual Offences</td>
<td>933</td>
<td>550</td>
<td>365</td>
<td>- 41%</td>
</tr>
<tr>
<td>Serious Indecency</td>
<td>95</td>
<td>550</td>
<td>38</td>
<td>83%</td>
</tr>
<tr>
<td>Kidnapping</td>
<td>182</td>
<td>112</td>
<td>56</td>
<td>-30.5%</td>
</tr>
<tr>
<td>Kidnapping for Ransom</td>
<td>3</td>
<td>4</td>
<td>2</td>
<td>25%</td>
</tr>
<tr>
<td>Burglaries &amp; Break-ins</td>
<td>4321</td>
<td>2967</td>
<td>1333</td>
<td>- 31.5%</td>
</tr>
<tr>
<td>Robberies</td>
<td>4436</td>
<td>2958</td>
<td>1411</td>
<td>- 33.5%</td>
</tr>
<tr>
<td>Fraud Offences</td>
<td>219</td>
<td>307</td>
<td>84</td>
<td>29%</td>
</tr>
<tr>
<td>General Larceny</td>
<td>3589</td>
<td>2603</td>
<td>1161</td>
<td>- 27.5%</td>
</tr>
<tr>
<td>Larceny Motor Vehicles</td>
<td>1063</td>
<td>1047</td>
<td>416</td>
<td>- 1.5%</td>
</tr>
<tr>
<td>Larceny Dwelling House</td>
<td>536</td>
<td>370</td>
<td>153</td>
<td>- 31%</td>
</tr>
<tr>
<td>Narcotic Offences</td>
<td>437</td>
<td>474</td>
<td>222</td>
<td>8%</td>
</tr>
<tr>
<td>Other Serious Crimes</td>
<td>1068</td>
<td>734</td>
<td>355</td>
<td>- 31%</td>
</tr>
<tr>
<td><strong>Total Report of Serious Crimes</strong></td>
<td><strong>17840</strong></td>
<td><strong>13146</strong></td>
<td><strong>6137</strong></td>
<td><strong>- 26%</strong></td>
</tr>
</tbody>
</table>
**Guiding Questions**

- Are these kinds of statistics important when trying to reduce crime? Explain why.

- Is it important to know how many murders are related to domestic violence? How might this affect crime prevention strategies?

- Would you say the crime of rape and that of incest are the same type of crime, or should they be broken down into more specific categories to clarify? Would you come up with the same types of crime prevention strategies for each of these offenses?

**Additional Questions**

- Are the solvency and successful prosecution rates a factor or issue in Trinidad and Tobago?

- What do these high crime rates mean for quality of life and police-citizen relations?
Activity 1.2- Case Study and Discussion of Crime Statistics

Review the following newspaper articles about crime statistics in Trinidad and Tobago and consider the questions that follow.

**Article #1: Playing Games with Crime Stats, By Kevin Baldeosingh**

"There are lies, damn lies, and statistics," goes the popular saying, variously attributed to British Prime Minister Benjamin Disraeli or American humorist Mark Twain. In fact, it is easier to lie without statistics since, when numbers are used, they can be checked.

Last week, Acting Police Commissioner Stephen Williams took umbrage at a September 13 article in the Trinidad Guardian which said that serious crimes had increased. "There is no category of crime highlighted by the reporter, which she said had increases, that we have in the total serious crimes," said Williams. "Not a single category we had increase in 2010, and that is what had me pissed off."

In fact, both the reporter and the cop are guilty of careless use of statistics. The Guardian article cited particular months to claim an increase; Williams compared the first eight months of 2010 to the corresponding period last year to claim that there has been a drop in crime.

Prof Ramesh Deosaran, Trinidad and Tobago's leading criminologist, when contacted by the Sunday Express for his views, emphasised that given the state of crime in the country, any decrease should be encouraging to the police and the public. However, he said, "In objective terms, the apparent decrease is quite small, and in real statistical terms might be insignificant."

In 2009, an average of 485 robberies were reported per month; in 2010, the average is 432. About 132 vehicles were reported stolen every month in 2009, as compared to 118 per month in 2010. And, while there was a monthly average of 42 murders last year, the average for this year so far has been 43.

"We should be careful not to use month-to-month data," Deosaran cautions. "It's better to use annual averages, because there are such serious fluctuations from one month to the next. That happened to (former national security minister) Martin Joseph several times." In the category of homicides, the data show spikes in particular months in different years. In 2008, the highest number of murders was in May, June, and July. In 2009, spikes occurred in February, April, and September. In 2010 so far, April and June have recorded highs of 54 and 55 murders respectively.

But year-to-year data can be misleading, too. As Table 1 shows, the police could have claimed that there was a decrease in robberies in 2004, when the total dropped to 3,885. But by 2006, figure had climbed to 5,633. Again in 2008, robberies dropped to 4,437 but then rose to 5,821 the following year. In 2006, murders dropped by four per cent, and this was also pointed to as a decline by then-minister Joseph. But in 2007, murders increased by five per cent to total 547 people dead.
So whether you say crime is up or down can depend on which benchmark you use. Williams has compared 2009 to 2010, citing a ten-to-15 per cent drop in serious crimes for specific months. If he had used 2000 as his base year, however, there would be a 26 per cent increase in robberies, a 12 per cent drop in vehicle thefts, and a 330 per cent increase in murders.

Or, if he had used the lowest figures in the past decade, then the Police Service would need to achieve the following reductions to claim a significant crime drop: a 33 per cent decrease in robberies; an 11 per cent decrease in vehicle thefts; and a 76 per cent decrease in murders. It must be noted, however, that the lowest crime levels in T&T in past decades are still many times the crime rates in developed nations—e.g. T&T’s lowest murder rate in 1999 is ten times that of England, and twice that of the United States.

Deosaran points to an additional problem. "There are weaknesses in the police statistics," he said. This is because the police can only record the crimes that they get reports about. Incidents of rape and incest, for example, are known to be greatly under-reported. Many burglaries also go unrecorded, often because people believe it’s a waste of their time to go to the police station.

The categories of crime chosen for Table 1 are those which people are more likely to report: robbery, because they were in physical danger; vehicle theft, because insurance claims have to be filled out; and murder, because this is a crime that isn’t usually concealed.

Yet even the murder figures aren’t entirely reliable—some persons classified as missing may be dead, and police killings (which have averaged two a month for the past few years) aren’t classified as homicides until an investigation is completed—and only one police officer has ever been convicted for murder in T&T.

"We need to have annual victimisation surveys," Deosaran says. Such surveys tell the authorities how many persons have been victims of crime, so there is a better idea of how many crimes go unreported and, therefore, the actual levels of crime in the society. One such survey done several years ago by Deosaran found that two out of three crimes (most of them admittedly minor) are never reported.

The Central Statistical Office in its 2000 census reports that over 300,000 persons were victims of various kinds of crime. Yet only about 40,000 crimes, serious and minor, are reported to the police every year.

"There is a paucity of data on police performance," says Deosaran. "The connection between crime and policing is often weak. A stronger test would be an effective prosecution and conviction rate."
Article #2: Deputy COP Stands by Murder Statistics, by Joel Julien

THE statistics released by National Security Minister Jack Warner, which were provided by the Crime and Problem Analysis (CAPA) of the Trinidad and Tobago Police Service, are “reliable”.

Deputy Police Commissioner Mervyn Richardson made the statement yesterday as he sought to dispel claims that the figures provided were inaccurate.

On New Year’s Day, Warner provided to the media the statistics for serious crimes for the last five years.

Some people have challenged the accuracy of the figures, given the fact that only 377 murders were recorded up to December 30 last year.

"I have looked at the statistics put out. The Police Service relies on CAPA. We do not manufacture these things; we report them as they are," Richardson said.

"We have no vested interest than to report the truth, and only the truth. If something is put out there other than CAPA, we will have to look at that.

"The statistics are reliable, that is what we work with, and we stand by the CAPA data. Once they are provided by CAPA, we stand by it."

Among the statistics reported was that serious crimes last year were at the lowest for the past five years, with the exception of 2011 when the country had a three-month State of Emergency.

Last year, there were 17,533 serious crimes reported, according to CAPA.

In 2010, the figure was 19,918 while in 2011, it was 15,877.

Richardson said he hoped the murder toll can be cut by half for this year.

"We are dealing with crime. I am so pleased that crime has taken a downward trend, and with the support of the media and the national community, we hope to drive it further.

"We are not comforted by the fact that we ended up with 379 (murders), but we want to reduce that by half. I am not saying that we will...I am saying that the intention is there to do that.

"You see, crime is like an ocean liner; a pirogue, you can just make a quick manoeuvre and you get over that, but the ocean liner, it takes a long time. We did not reach there overnight, and we will not solve the problem in a couple days, but you can really see we started to make that turn."
Guiding Questions

• Is it possible that police or politicians in Trinidad and Tobago and/or other countries manipulate crime statistics? Why?

• Is it good policy to not reveal crime statistics? Why or why not?

• Are crime statistics tied to politics in Trinidad and Tobago?

• Are crimes being underreported here?

• Is CAPA effective?
Ultimately, it takes longer periods of time, even generations, to make significant cultural changes to institutions like the police. However, proper reporting and use of crime data are part of the changes that should come within that process. Both internationally, as well as locally in Trinidad and Tobago, some of the changes have involved the following strategies and best practices, currently being applied by police around the world today.

- **Problem-Oriented Policing (POP):** Coined by Professor Herman Goldstein, this strategy entails the identification and analysis of specific crime and disorder problems, in order to develop effective responses in conjunction with ongoing assessment.

- **“Broken Windows Theory”:** In 1982, social scientists Dr. James W. Wilson and George Kelling introduced this concept, also called “zero tolerance.” This theory suggests that when neighborhoods are left to appear broken down and disorderly, crime will occur more frequently, because the area is perceived as abandoned or almost forgotten by criminals. It focuses on strict enforcement of laws against disorderly and minor offenses as a way to address this.

- **Crime Prevention through Environmental Design (CPTED):** In the late-1980s and 1990s police agencies began applying and refining POP, and other strategies to create CPTED. This is the theory that proper design of, and/or a change to, the physical environment of an area can lead to the reduction in the incidence and fear of crime.

- **Compstat (Computer / Comparative Statistics):** In the mid-1990s, the New York City Police Department under the leadership of Mayor Rudy Giuliani adopted the broken windows theory to include Compstat. It takes analysis of up-to-date computerized crime, arrest, and quality of life data to produce statistics and maps of overall crime trends that are then studied during weekly meetings to allocate police and criminal justice resources.

- **Community Policing:** In the 1990s, we saw the ideas of Sir Robert Peel again, when this theory reappeared in discussions about policing strategy. Community policing brings together many of the strategies just discussed and creates solutions that are built around partnerships and problem-solving between the police and the community. It is a philosophy, not just a strategy, and it can be difficult to define because the foundation is based on the design of tailored approaches for specific community problems and
relationships. Community policing can involve foot and bike patrols that get the police officer out of the patrol car, cleaning up neighborhoods or working with youth.
Police agencies are using new ways to stop and circumvent crime. One of the new crime prevention models is called social crime prevention. This approach focuses on the root causes of crime and the forces that contribute to delinquency, substance abuse, and other problems that can affect adolescents.

It is founded on the premise that crime is caused by social problems and that programs should be developed that address these problems by improving education, reducing poverty, enhancing employment opportunities, promoting positive family life and neighborhood activities for potential offenders.

The International Center for the Prevention of Crime defines social crime prevention as programs that:

- Use a range of social, educational, health, cultural and environmental measures to help reduce the risks of offending and victimization, and reinforce protective factors.

- Are based on policies that offer support to the most vulnerable populations or areas, and have been integrated into nearly all other prevention efforts being implemented by the government or related agencies, as part of a holistic and unified interagency approach.

Social crime prevention involves a holistic interagency collaborative approach that seeks to address the risk factors and potential root causes of crime. Some aspects of social crime prevention can be found in current community policing activities in Trinidad and Tobago, especially those that involve linkages between police and other agencies providing social services, housing support and other types of aid to communities. These efforts model social crime prevention by reaching farther into the fabric of the day-to-day environment of juveniles and their families than traditional reactive police operations and responses might as standalone approaches.
Lesson 3: The Role of Citizens, Community, and Criminal Justice

Citizens, community organizations and members of the criminal justice system can use a holistic approach to reduce crime, which is referred to as *interagency and community collaboration*. As part of that approach, it is critical that everyone work together to solve the crime problems facing the country because these problems do not happen in a vacuum, but rather are caused by a series of individual, social and political issues that require complex interventions. Consider for a minute about the criminal justice system and how it functions in Trinidad and Tobago.

**Activity 3.1- Discussion on Interagency and Community Collaboration**

Thinking about the importance of interagency and community collaboration for crime prevention, reflect on the following questions.

**Guiding Questions**

- Who are the actors that make up the criminal justice system?

- Who are the potential partners that exist within the community?

- Why should all of these groups work together on crime prevention?
Activity 3.2- Group Work on Interagency and Community Collaboration

The following is an excerpt from the Trinidad and Tobago 2014 – 2016 Strategic Plan: **Goal #3: Improve the Level of Citizen-Centered Service.** Review this plan and consider the guiding questions below it.

### Strategic Goal 3: Improve the Level of Citizen-Centered Service

#### Objective 3.2: Pursue Positive Engagement of Youth

<table>
<thead>
<tr>
<th>Strategic Actions</th>
<th>Implementation Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Year I</td>
</tr>
<tr>
<td>3.2.1 Increase the number of youth clubs in T&amp;T.</td>
<td>X</td>
</tr>
<tr>
<td>3.2.2 Assign a police liaison officer to each police youth club.</td>
<td>X</td>
</tr>
<tr>
<td>3.2.3 Foster positive relationships with youth through partnerships with schools and relevant government ministries.</td>
<td>X</td>
</tr>
<tr>
<td>3.2.4 Develop and implement public education programs and intervention initiatives targeting the youth.</td>
<td>X</td>
</tr>
<tr>
<td>3.2.5 Implement a Police Youth Officer Mentorship Program with the aim of deterring youth from criminal activities and appreciating the profession of policing.</td>
<td>X</td>
</tr>
<tr>
<td>3.2.6 Establish a police youth band.</td>
<td></td>
</tr>
<tr>
<td>3.2.7 Establish a police youth choir.</td>
<td></td>
</tr>
</tbody>
</table>
Guiding Questions

- Who are the potential partners that can collaborate with the police and larger criminal justice sector to achieve the TTPS goal number three: “Improve the Level of Citizen-Centered Service” and what do they currently work on?

- What do each of these partners work on, and how can they assist in programs or initiatives to support Goal #3?

- What other partners have you worked with in the past, and what kind of program was it that they supported the police on?

Now that we have established the importance of social crime prevention, and collaboration across agencies and with communities, the next module will focus on the communication and leadership skills needed to promote collaboration and prevention.
Module II – Building Relationships with Youth: Communication and Leadership
This module introduces basic communication and leadership skills that can help reduce miscommunication and build trust to support more effective work with youth and communities. It also addresses the limits to the application of these skills and how to deal with those limitations. The three lessons focus on the importance of employing active listening, conflict resolution, assertiveness and leadership.

Lesson 4 introduces us to active listening as an effective tool for communication. It includes a general communications exercise, an explanation for why active listening is important on the job, and the opportunity to put it into practice.

Lesson 5 familiarizes us with conflict resolution and its role in crime prevention. It includes role playing and discussion on what conflict resolution is, and how to apply it to specific situations. During this lesson we will learn some skills for conflict and anger management and how to use them in their work.

Lesson 6 presents assertiveness and leadership skills. It is meant to help build a foundation for peaceful solutions and being a good role model.
Lesson 4: Active Listening Skills as a Means of Communication

Communication is a two-way street. It involves sending a message from one person to another in such a way that the listener receives it in the same manner as the speaker wants him/her to understand it.

- When we fail to listen adequately, important information can be distorted. At a minimum, the impact of this might be “slow-downs“ in our communication with people, or even incorrect reporting. However, at its worst, this can lead to inappropriate actions such as a false arrest or the improper use of force.

- Failure to actively listen to citizens can also communicate that we don't care about the public’s needs. This can lead to an increased mistrust of the police and the agencies that support them, as well as result in less important information being shared as time goes on.

- Increased mistrust of the police makes citizens less likely to provide support. When repeated over time, poor listening and overall communication can lead citizens to see government as taking care of its own interests before the needs of society.

- Although an interaction might only be with one citizen, it is likely to have a larger ripple effect as this individual shares his/her experience with family and friends. We would like that ripple effect to be positive as much as possible, such that citizens walk away talking about the good things police and other officials working in crime prevention are doing for the community.

- With this in mind, it’s important to ensure that (i) we are properly interpreting the information being conveyed; and (ii) citizens and their peers feel respected and heard in the situation. This is especially important when working with young people who are perhaps even more sensitive to having their needs heard and responded to.
*Active listening* means paying attention to every word and nonverbal clue to understand a complete message. This includes five elements:

1. Eye contact and concentration
2. Nonverbal and verbal affirmations
3. Comments or questions
4. Avoiding judgment
5. Responding appropriately

Some of the positive outcomes of active listening include:

- Obtaining accurate information- an essential element for combating crime
- Demonstrating to citizens and young people that we are listening, and to show them that we care about what they are saying. This goes a long way towards building the trust that will facilitate the provision of more information in the future
- Avoidance of misunderstandings because we constantly check with the speaker to clarify what is being said. As a result, the speaker is more likely to respond accurately to the situation
Lesson 5: Conflict Resolution in Crime Prevention

Activity 5.1- Discussion on Conflict Resolution and Anger Management

Think for a minute about what kinds of conflicts you might encounter on the job, especially when dealing with youth, and how you find its best to handle them. There are many situations that can cause social conflict. The following are some of them:

- **Needs**: We all have needs that are essential to our well-being
- **Perceptions**: Different people interpret reality differently
- **Power**: Conflicts may arise depending on how we define and use power
- **Values**: We are influenced by our beliefs or principles that we consider essential to our well-being
- **Feelings and emotions**: Conflicts arise when individuals allow their feelings and emotions to affect how they resolve problems

Conflict resolution involves effective ways of dealing with conflict to help build bridges between communities and law enforcement or other agencies. Steps include:

- Self-awareness
- Demonstration of empathy
- Strong communication
- Anger management
Guiding Questions

• What are some examples of how you have managed conflict successfully?

________________________________________________________________________
________________________________________________________________________

• How was it different or similar to these steps?

________________________________________________________________________
________________________________________________________________________

• When have you had difficulties managing anger effectively, especially when dealing with youth?

________________________________________________________________________
________________________________________________________________________

• How could you handle a similar situation more effectively in the future, also taking into account the steps reviewed in this activity?

________________________________________________________________________
________________________________________________________________________

Activity 5.2- Role Playing to Address Conflict Resolution

You will now do an in-class role play about conflict resolution, seeking to integrate all that they have learned thus far. How would you handle any one of the following scenarios if you encountered them on the job?

Sample Scenario #1
A young person howls insults at a police officer, social worker or other public servant as they walk by on their way to work in a particular community or “hot spot” they are serving. How do you respond?

Sample Scenario #2
A police officer patrols a particular neighborhood and notices that young people are using marijuana. Upon approaching them, the young people become defensive and angry. How do you respond?
Activity 5.3- Discussion on Conflict Resolution

You will now apply conflict resolution to the local situation. As documented in field research and literature, many young men unfortunately don’t have effective conflict resolution skills and have been socialized to resolve their differences with aggression and violence to protect themselves against real or perceived threats. Consider the following case as an example:

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**Case Study: Excerpt from the Bahamian News on Conflict**

The following official report on crime by noted psychiatrist Dr. David Allen examined the root causes of crime over a five year period (2007-2012) by analyzing data from diverse focus groups in The Bahamas. Focus group participants included families of murder victims, students from the transitional adolescent programme for young people involved in violent and disorderly behavior, chronic drug addicts, troubled teenagers and parents, public and private psychotherapy providers and churches. The study also involved extensive visitations to neighborhoods of violent crimes and murder, as well as the use of confidential interviews. The results indicate an ominous and pervasive culture of violence and destruction as per the following excerpt from the research:

“When people are angry they talk about outing (killing), poisoning and suicide. For example, one third of persons in focus groups talked about killing or hurting someone. Some of these persons come from respectable families. Thus, we have an anger problem. All feelings can be reduced to fear, anger (hurt love) and shame (self-hatred aimed at me) or love and compassion. Instead of doing our grief work, we give over to destructive anger and shame, leading to resentment, bitterness, hardness of heart, and finally rage. At the rage point we enter the "Blind Spot." We become possessed by evil or negative energy. Young men and women who have committed murder or extreme violence describe being taken over by a negative force. As one man told me, "All of a sudden I could not stop stabbing him, looking back I felt something was controlling me." -- If men self-soothe by drinking alcohol or smoking marijuana, their inhibitions are decreased, and violence and even murder may result. Sadly the person we love the most makes us most angry! Hence Domestic Violence is a serious problem. If a woman cancels the charges more than three times she is in danger of being killed. -- If a person cannot express, "I am angry"; "I am hurt", they will act it out. For example a young man who beat a woman said he wanted her to feel what he was feeling. When asked what he was feeling, he said, "I don't know."

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Discussion Questions

• Which conflict and anger management strategies would you apply to this case?

________________________________________________________________________
________________________________________________________________________

• In what way do you expect these would help resolve conflict?

________________________________________________________________________
________________________________________________________________________

• What could be done to address anger management in young people proactively?

________________________________________________________________________
________________________________________________________________________

• What role could police officers play?

________________________________________________________________________
________________________________________________________________________
Lesson 6: Assertiveness and Leadership Skills on the Job

Actively working with the community involves a responsibility to not simply allow the majority--or those with the more powerful perspective--to dominate proceedings. Being a leader requires that we ensure that all interests are taken into account.

There are different ways in which youth and other members of the community may communicate their needs. Three styles of communication:

- **Passive**: A passive person may withdraw from a situation and avoid saying what s/he thinks or wants. This person usually gives in to others and will not protest when his or her rights are violated.

- **Aggressive**: An aggressive person asserts ideas or rights at the expense of others. This person is usually domineering, rarely listens to others, and often resorts to physical abuse to get his or her own way.

- **Assertive**: An assertive person cares about him or herself as well as others. While expressing his or her own best interests, this person is careful not to step on other people’s rights or feelings. This person talks from the “I” perspective (e.g., “I think...”, “I want...”, “I believe...”) without judging or accusing others. S/he asks for what they want, matches body language with assertive statements, communicates the message clearly, but is willing to compromise when warranted.

Turn to Activity 6.1 on the following page to take a self-test on communication skills to assess which of these three types of communication might be most similar to your sway of communicating.
Activity 6.1 Self-test on Passive, Aggressive and Assertive Communication

1. Your supervisor approved a week of vacation time several months ago. Although you aren't going anywhere, you have committed to some activities with your family. Besides, you are exhausted. Staffing is terrible at the station, and you have been asked to postpone your vacation. The station is on mandatory 12-hour shifts. What do you do?
   a) Accept that staffing shortages are part of the job. Postpone your vacation.
   b) Agree to postpone your vacation. When the week arrives, call in sick every day.
   c) Explain how important this vacation is to you and your family and that you are willing to work extra shifts when you return.
   d) Tell your boss that your family comes first; you have done your fair share of overtime. Remind him he gave you the time off, it isn't your fault the department can't figure out the schedule.

2. A friend of yours borrowed $100 six months ago, and promised to repay it within a month. He is now stonewalling you and you need the cash. What do you do?
   a) Say nothing. There's no need to break up a friendship.
   b) The next time you have dinner with him don't order anything, explaining how strapped you are for money.
   c) Explain why you need the money now. Find out what the holdup is. Negotiate a payback plan if he can't pay all of the money now.
   d) Confront him, and demand your money. Take him to court. Enough is enough.

3. You're detailed to work the 12 to 8 guard. Your neighbor's dog barks all day long when you are trying to sleep. Despite attempts to soundproof your bedroom, you still can hear him. Friendly conversation with the neighbor has been futile. What do you do?
   a) Say nothing; this isn't worth causing a war with the neighbor. Try buying some better earplugs.
   b) Record his dog barking. Play it back by loudspeaker towards his house all night while you are at work.
   c) Again explain your situation and insist that a reasonable solution on his part be found; offer suggestions.
d) Poison the dog.

4. Your supervisor calls you about a complaint from a citizen. The woman was not satisfied that you did not take a report for litter in her yard; she suspects a neighbor. She had requested you fingerprint a paper cup she brought into the station. This is the second complaint by this citizen against you. What do you do?
   a) Apologize; it was a rude comment. Promise it will never happen again
   b) Acknowledge the complaint. On your off days, strategically place some additional litter in her yard (wear gloves). Let someone else deal with her.
   c) Explain the situation; the repeated calls for service at this residence, and that you had to break and cover a partner. Acknowledge that you should have chosen your words better.
   d) Remind the sergeant that this was a "(you choose) call." Question him on the appropriateness of calling you in from the field for (you choose), and suggest he spend some time in patrol to "get real."

5. You discussed some personal information with a trusted friend/partner in the department. Now several other officers have approached you with their solutions to an exaggerated version of your problem. What do you do?
   a) Avoid your friend as much as possible. Tell him/her that the problem has worked itself out and thank him for his concern and support.
   b) Tell him/her that you are devastated by their insensitivity; play the guilt card.
   c) Discuss the breach of trust with your friend, related to the situation this has put you in with your peers. Firmly request that he/she refrain from talking about your personal life in the future.
   d) Let him/her know that the behavior was beyond despicable, and that not only are you done with this relationship, you will be taking this to Internal Affairs.
6. A member of your team is a known slacker. He has just been assigned as your beat partner. Every time you cover him on a call, he tries to manipulate you into taking the paper. What do you do?
   a) Accept it; he is a decent guy, and you really don't mind the extra work
   b) Don't answer up to cover any of his calls that are probably paper
   c) Set some limits; find out why he needs so much help with his paper; share some
time management techniques
   d) Call him a slug to his face. Demand that the watch commander reassign you to
work with someone who can pull their own weight.

7. Your mother-in-law, whom you see regularly, tends to throw veiled insults at you whenever possible. At a large family holiday dinner, she states that you should have been a doctor, lawyer or CEO, as such jobs are more "respectable" and pay better. What do you do?
   a) Say nothing. Make a point of getting on her good side to avoid future insults
   b) Refuse to go any other family functions, and explain to everyone exactly why.
   c) Address the comment, "Wow that was rather rude." Explain why you feel your
chosen profession is honorable.
   d) Fight fire with fire. Point out her flaws, as well as the flaws of her not-so-lazy
alcoholic son in painful detail.

8. A crusty "know-it-all" corporal makes inappropriate comments and jokes about your response to a call at a subsequent briefing. The sergeant had told you that you had done an admirable job on that call. The ASP and inspector are also at the briefing. What do you do?
   a) Say nothing; everyone knows that this is typical from him
   b) Laugh along while making sure everyone present knows that he was the last
person to show up on a critical call on his beat.
   c) Explain the call to everyone there from start to finish; ask for constructive
feedback from others in the briefing.
d) Tell him that he is a (you choose) and that he can (you choose) as you walk out of the briefing room, slamming the door. Ask him to meet you outside to handle this the old-fashioned way.

9. A partner of the opposite sex has made it clear that he/she wants to date you. You have explained that you are not interested. He/she asks others about your love life, and continues to flirt with you. Rumor around the department is that the two of you are an item. What do you do?

   a) Rumors are part of the routine of the station; ignore it. Avoid being seen with the interested person.

   b) Talk about what a joke he/she is with everyone else at the station

   c) Discuss the problem with him/her. Explain why you are not interested in a relationship with him/her. Ask him/her to help stop this rumor, pointing out that it could be damaging to both reputations.

   d) Let him/her know what a loser he/she is, and explain that you would never date someone who looks like (you choose) or acts like (you choose).

10. In reviewing your performance appraisal, you find it minimizes your strengths and accentuates your weaknesses. What do you do?

    a) Forget about it, it won’t affect your salary anyway.

    b) Say nothing; stop the proactive work on your beat. It obviously is not appreciated.

    c) Discuss with your supervisor the areas you disagree with, telling him you are disappointed with the evaluation; request a development plan to raise your performance as well as for regular feedback.

    d) Tell the supervisor what a sham the evaluation is; put in for an immediate transfer based on his/her poor leadership skills.

Score the results of the test as an in-class activity to understand more about your communication style. Use the class discussion to reflect on ways you might increase your assertiveness skills.
**Activity 6.2- Group Work, Role Playing and Discussion on Assertiveness Skills**

Work in groups of four on one of the following scenarios. You should take about 10 minutes to prepare and act one of the scenarios presented, utilizing assertive communication skills.

<table>
<thead>
<tr>
<th>Scenario #1</th>
<th>Scenario #2</th>
<th>Scenario #3</th>
</tr>
</thead>
<tbody>
<tr>
<td>The youth in your community come up with an illegal solution to a community problem. How do you respond?</td>
<td>The principal of your daughter’s school has noticed that students have been using controlled substances in his school. He does not want to tell the police but wants to deal with the situation himself. How do you respond?</td>
<td>Your nephew likes to tease girls in the neighborhood. Sometimes this lead to groping and other forms of physical abuse. You know that trying to address this problem might get him into trouble. How do you respond?</td>
</tr>
</tbody>
</table>

**Discussion Questions**

Having done this, respond to the following questions:

- What is the importance of saying the things we think in an assertive manner without becoming aggressive?

- How does assertiveness as a skill allow for upholding and promoting the values encompassed in identifying community-driven strategies for addressing crimes?

- What are the limits to using these assertiveness skills? When might they not be helpful?

Saying things in an assertive manner without becoming aggressive (or too passive) can help ensure that everybody is heard but also that other’s opinions are respected. Thus, assertiveness can help to avoid conflict and to identify community-driven crime prevention strategies that are “owned” by community members who are willing and able to communicate with police in an assertive way.

In the next module, we will talk about some of the root causes of crime. As part of that discussion, you might consider how the communication skills learned here will help you to address these causes on your job.
Module III – Root Causes of Youth Crime and Violence

This module examines the underlying social root causes, as well as goes more into depth on risk and protective factors, for youth violence and crime, and their impact on communities, families and youth. This leads into a discussion of enhancing multi-agency and holistic community approaches to youth violence prevention and advocating techniques.

Lesson 7 provides an overview of the social root causes of youth violence and crime as a foundation to understand its origins. This includes multiple and overlapping problems that lead to a spiral of decline and social disorganization. The lesson incorporates group work analysis and discussion of news reports related to violence in The Bahamas, Guyana, and Trinidad and Tobago.

Lesson 8 introduces us to risk and protective factors for youth violence at the individual, relationship (family and peer group), community, and societal level. The lesson gives participants an opportunity to apply the risk and protective factor approach to the community in which they work.

Lesson 9 gives a short introduction to multi-agency partnerships for crime prevention. It includes a case study of an approach to social crime prevention being piloted in the Bahamas by the police called Urban Renewal 2.0. This initiative reaches young people via a variety of government agencies as an example of one application of social crime prevention. This is followed by an advocacy exercise which will give you an opportunity to develop and practice an advocacy message for such a multi-agency approach.
Lesson 7: Introduction to the Root Causes of Youth Crime and Violence

Social issues are often the underlying causes of violence. The diagram below provides a representation of how the social root causes of certain risk factors (e.g. limited economic, social, professional and structural controls and opportunities) can eventually impact relationships between peers, family members and community and have an impact on crime and violence.

Consider the following when presenting this diagram:

- Economic status (e.g., low income), ethnic heterogeneity, residential mobility (e.g., frequent moves), family disruption (e.g. divorce and others), and urbanization contribute to sparse local friend networks, unsupervised teenage peer groups, and low organizational participation in formal community events or organizations.

- However, it is important to note that poverty in and of itself does not cause crime. There are many social, cultural, psychological and political dimensions that may have led to the economic inequalities that resulted in poverty and/or possible criminality. In fact, crime and violence can often lend itself to further restriction of economic growth and development, thereby increasing poverty and inequality.

- Inequality, relative deprivation and social exclusion, more so than absolute poverty, contribute to levels of crime and violence. For instance, poverty undermines the role of the family as a unit of social cohesion; parents work long hours at low wages have less
time to spend with their children. Poverty is often accompanied by substandard living conditions and overcrowding which can contribute to frustration, anger, and violence.²

What do your own experiences in crime prevention show to be the root causes of crime and violence in Trinidad and Tobago? Review the following articles that cover specific case studies and consider if any of the root causes mentioned there come up in your work.

**Article #1: Find Root Cause before Tackling School Violence, March 25, 2014**

It really must be Lent. Really! Because that is the time the devil is at his busiest. For who else would have conspired to have highly respected exemplars exhibit to the world how little we know of youth justice principles? And this a mere few days after I had facilitated a workshop on Implementing International Standards in Youth Justice at Radisson Hotel for people working in the youth justice system. Responses to recent school violence have been strident and ill-advised. “They should be charged before the court!” shouted the Head of the Victim and Witness Support Unit, oblivious to the fact that many countries of the world, including the OECS and the mainland Caricom countries, are not just talking about diversion, but are actively seeking to implement many diversion measures in their youth justice systems. Those countries recognise the negative effects of court proceedings on children. They know that the stigma of a conviction and sentence affects the well-being of a child and impacts his/her future prospects.

That is especially true in T&T, where we see no virtue in expunging youth conviction records, so, a conviction is a badge of shame that our children wear for life. BAD GIRLS! So, screamed the newspaper headline, providing blatant proof of the media’s lack of awareness of their social responsibility to act in the best interests of children. They are unmindful of the fact that labelling can act as a stimulant to further bad behaviour, that labelling children so frequently operates as a self-fulfilling prophecy. Chaguana magistrates, please note. The media’s exposure of the children to the world is a breach of a child offender’s right to privacy, set out in the Convention on the Rights of the Child and our Children’s Act. Even if the children (yes, they are children) have not been charged and the letter of the law has not been breached, we must adhere to both the letter and the spirit of the convention. Our government agreed to this, by signing, in 1996, the Belize Commitment to Action For the Rights of the Child.

The Opposition Leader and Insp Mystar both spoke of “zero tolerance” for school violence. Dr John Bailie, assistant professor and director of continuing education for the International Institute for Restorative Practice, states: “The American Psychological Association’s Zero Tolerance Task Force and numerous studies have shown that zero-tolerance policies implemented in schools over the last two decades have been shown to be ineffective in reducing violence and serious misbehaviour.” I invite them to view the DVD Beyond Zero Tolerance: Restorative Practices In Schools, produced by the International Institute or attend my workshop. Dr Rowley recommended “extracting violent children from the school environment and putting them into another controlled environment.” He called for “special schools for special children.” Removing children from school, whether temporarily (suspension), or permanently (expulsion), will not change their bad behaviour.

Some had been suspended eight times. What more proof do we need of the ineffectiveness of these punitive measures? Criminologist John Brathwaite in Crime, Shame and Reintegration warns that grouping together misbehaving children may result in their forming a criminal subculture of rejects. Sociologists Shoemaker and Wolfe, in their book Juvenile Justice, cite several studies which reveal: “Evaluation of boot camp programmes show no reduction in recidivism. Offenders placed in correctional boot camps will return to the communities from which they came...many of these communities are experiencing social disorganisation and poverty, providing the environment for one to easily recidivate upon return.” Sounds familiar?

An important principle of youth justice is that it is individualised justice. The special needs of each child must be explored and must receive attention. We must get to the root causes of the deviant behaviour before we can eradicate that behaviour. The Children’s Authority is now setting up assessment centres, so the vast majority of our children have not yet been assessed for mental health problems. Many children are victims of violence. Many more have witnessed violence in their homes and in their communities. Very few of those children have been treated for post-traumatic stress disorders, and when they act out, we condemn them. We are a violent people. My calls for the abolition of corporal punishment were, in the main, met with derision. Having sown the wind of violence in our children, we are now reaping the whirlwind.

The police officer who objected to bail for the college boys showed he did not know that a fundamental principle of youth justice was that detention was a measure of last resort and for the shortest appropriate period of time. Fortunately, the magistrate heeded the pleas of defence counsel and the vice-principal and granted bail. We trust that the matter, which was adjourned, will be determined soon, as otherwise the impact of their behaviour would be lost on the boys. While we should hold children accountable for their wrongdoing, we must, at the same time, accept the challenge of changing the culture of our schools, homes and communities from a punitive, retributive one, to one that embraces restorative practices. It is clear that there is no sense of community in the schools where violence abounds. We need to build relationships and teach empathy in our schools, homes and communities. This is essential to stem the tide of school violence, misbehaviour and bullying.

Shouting and marching against bullying is mere exercise for lungs and limbs. We need to stop talking at and talk to one another. We need to teach effective parenting skills and insist that schools nurture and reintegrate students rather than cast out misbehaving students and marginalise the weak ones. We must change social structural conditions which give rise to delinquency and crime. Are we prepared to deal with child abuse, debilitating malnutrition, poverty, chronic employment, underemployment, structural inequalities, racism and neglect of community playgrounds and other physical social spaces? Will we revamp our educational system to one that caters for the development of the whole child, his mental and physical capacities, talents, social skills and personal character so that the child could realise his/her fullest potential and contribute to the development of society? If not, children’s escalating anger will continue to rise and the ensuing tsunami will overwhelm us. But after Lent comes Easter, a season of hope. The voices of reason from the National Security Minister and the Police Commissioner, which spoke of looking for root causes, give hope. I believe there are enough committed, caring and talented people, prepared to work hard to save our most precious resource, our children, on whose shoulders the future of our nation rests.
**Article #2: Walk Away from Tantalizing, and Engage in Sensible Thinking, Commissioner Brumell Urges Youth in Light of Teenage Violence (Guyana), August 16, 2013**

Police Commissioner Leroy Brumell has strongly advised young people from several regions of the country against getting into violent conflicts, since the outcome often ends in death, serious injury, or incarceration. Addressing the closing ceremony of a five-day youth camp held in Essequibo and being wrapped up last week Friday, the police commissioner said that while the youth camp did not focus on violence, and nothing in respect to the subject was discussed during the camp, he is urging the organisers to ensure that it becomes a featured topic for the next camp, to be held in 2014.

He said the society is plagued by a series of violence, and in most cases young people tend to be at the centre of those conflicts. He posited that there needs to be even more counselling sessions for young people in respect to violence.

Mr. Brumell told the young campers that the violence being perpetrated is not good for the society. He pointed to the case last week in which a relationship between two teenagers became violent and deadly, describing the incident as very shocking, and urging the more than one hundred young campers to take note of what is happening and the consequences which follow.

It remains important for young people to stay away from violent conflicts, especially in the home, communities, and even in schools, the commissioner urged. He also cautioned those who are guilty of hitting teachers to pull themselves together, since there are consequences for such actions.

Mr. Brumell also touched on the issue of persons who like to tantalize each other. He said there are some persons who like to do it to others, and when they are at the receiving end of tantalize they become very upset and violent, wanting to fight.

“Walk away from tantalizing” the top cop urged the children. He said that such actions can lead to persons, in particular young people, developing records at police stations, which usually come back to haunt them in later days.

The police commissioner called such records unnecessary, and said they have a lasting impression on a person’s life. He cautioned the children about childhood sexual relationships, which he said are causing many problems within the society. He urged that instead of fighting to get involved in such relationships at such an early age, young people should focus more on books, reading and becoming more educated and informed.

He said it is painful for every parent who has to spend money to send his or her child to school and have to regret the investment when that child fails to follow through with their education. Get engaged in sensible thinking, he urged the youth campers.  

Article #3: Trinidad and Tobago Youth at Risk Project, May 2, 2013

In its current three-year Strategic Plan, the Chamber identified the issue of crime as the foremost challenge facing business operations in Trinidad and Tobago. This view is supported by other studies and reports, such as the widely publicised Competitiveness Index.

Over the years, we have seen a steady decrease in the age of criminals, particularly those engaged in violent crime, while there has been an increase in crime and violence within the school system.

However, it is clear that youth misbehave, school crime and violence are more than mere deficiencies in the educational system. School crime and violence have become national development, national security and, arguably, national health care imperatives. These problems will only fester and get worse if they are not addressed cooperatively by all governmental arms, the business community, teachers, parents and all caregivers.

According to primary data gathered by the Trinidad and Tobago At-Risk Youth Project, it is estimated that more than 50 percent of school youth involved in school crime and violence are in fact afflicted with health problems, such as depression, physical abuse, mood disorders, and unresolved grief and loss caused by viewing and/or experiencing the death of friends or family. Daily, these health disorders manifest in school settings as unrepressed anger, disrespect for authority, fighting, sexual misconduct as well as acts of theft and robbery. The often-unseen impacts are hopelessness, self-harm, suicidal thoughts and suicide attempts.

The Chamber in January accepted an invitation from Dr. Sandra Celestine, Lead Investigator of the UWI’s At Risk Youth project to sit on a Steering Committee comprised of stakeholders such as TTUTA, the National PTA, Families in Action, and four Ministries of Government – National Security, People and Social Development, Health and Education.

The project aims to address dysfunctional behaviour, targeting youths from ten years up to secondary school level. During the two-year period of data-collection, it will engage in professional counselling of students referred by school principals. These students would have been suspended or in line for suspension for serious offences or infractions such as robbery, assault, fighting with or without weapons, disrespect for authority, sexual misconduct or extortion. The counselling includes individual behavioural therapy, group therapy and family sessions. The Chamber supports early intervention counselling programmes to stem the increase in youth crime and violence in our schools.

Providing counselling for troubled youths and their caregivers is a proven method of reducing youth misbehaviour. As such, we welcome the recent announcement by the Ministry of Education for significantly increased staffing of the Student Support Services with school psychologist and counsellors. We, like Minister Gopeesingh, hope this can come to fruition in the near future.

The time has come for a concerted effort to address this pressing – and growing — national problem. The Chamber urges the business community and the public at large to support this
project, whether through funding, in-kind contributions or other commitments. Interested parties may call 499-2706 or log on to www.atriskyouthtt.com.

Our children are our future. Government, the business community, parents or caregivers and teachers must continue to work together to solve our school crime and violence problem. The Chamber will continue to discuss the meaningful partnerships in which we engage, as we work collaboratively to build a stronger Trinidad and Tobago.\(^4\)

\(^4\) Article taken from: http://www.newsday.co.tt/businessday/0,177119.html.
Lesson 8: Risk and Protective Factors

A risk factor is a characteristic associated with the increased probability of developing a specific condition. A protective factor is a characteristic statistically associated with a decreased probability of developing a particular condition. Risk and protective factors exist at different levels as shown in the image below.

RISK FACTORS

Individual risk factors for youth violence include:
- Alcohol or drug abuse
- Feelings of frustration, stress, rejection, anger, failure, helplessness, depression
- Increased independence and risk-taking behaviors
- Peer pressure

Relationship (family and peer group) risk factors for youth violence include:
- Poor parenting, including harsh discipline, poor parental supervision
- Family disruptions, including divorce, death, epidemics, natural disasters
- Low socioeconomic status and lack of social support
- Single-parent families
- Moving frequently
- Family violence and aggressive responses
- Submission to collective peer group expectations
- Peer culture that endorses violence, e.g. gangs
Community risk factors for youth violence:
- Poverty-stricken urban areas
- Lack of employment
- Poor housing standards
- Overcrowding
- Low standards of education and social amenities
- Limited exposure to successful role models and social networks
- Exposure to community violence
- Drug trade and use
- Values endorsing violence, toughness, courage, and retribution
- Availability of guns, alcohol and drugs
- Lack of social integration
- Culture characterized by mistrust
- Low level of social cohesion

Societal risk factors for youth violence:
- Low- or middle-income country status
- Demographic changes, e.g., increase in the number of youth
- Economic changes, e.g., elimination of entry-level jobs
- Intense urbanization, e.g., migration of people from rural to urban areas
- Drugs, alcohols, and firearms
- Poverty and economic inequality
- Lack of confidence in governance

PROTECTIVE FACTORS

Protective factors at the individual level for youth:
- Academic and social skills to increase chances of academic success.
- Skills for pro-social behavior such as:
  - Anger management
  - Moral development
  - Empathy
  - Developing and maintaining healthy relationships
  - Problem-solving
  - Conflict resolution
- Vocational skills

Protective factors at the relationship (family and peer group) level:
- Family attachment and support
- Prevention of child maltreatment and domestic violence
- Perception that violence is not a normal and acceptable form of social relations
- Peer and community support
• Non-violent friends

Protective factors at **community level:**
• Improved school settings and after-school programs
• Community policing
• Mentoring programs
• Positive adult role models
• Programs and policies that address drug and alcohol abuse
• Reduced access to guns and weapons

Protective factors at **societal level:**
• Strengthened police and judicial systems
• Reformed education system
• Reduced poverty and inequalities
• Reduced media violence
• Economic and social policies that address poverty, gender and other forms of inequality, income gaps, unemployment, urban overcrowding and other factors that undermine society.  

Now we will put risk and protective factors to use in the analysis of a crime situation in a particular community where we work. For the sake of this exercise, identify a small neighborhood that is experiencing a high rate of youth violence and consider the risk factor that may be associated with these high rates of youth violence.

Using the handout on the following page, categorize them in terms of individual, family, community, or society. Then create a list of preventive factors that correspond with the risks and may be brought to bear at individual, family, community, and societal level.

• Which risk factors and protective factors have been mentioned most frequently?
• Why might that be and what does that mean for developing a model to address these trends?

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5 For more information on the above, review the following online lesson: [http://teach-vip.edc.org/course/view.php?id=20](http://teach-vip.edc.org/course/view.php?id=20)

Additional resource to consider: [http://www.cdc.gov/violenceprevention/youthviolence/riskprotectivefactors.html](http://www.cdc.gov/violenceprevention/youthviolence/riskprotectivefactors.html)
Community:

Issue of youth violence:

<table>
<thead>
<tr>
<th>RISK FACTORS</th>
<th>PROTECTIVE FACTORS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual level</td>
<td></td>
</tr>
<tr>
<td>Relationship level (family, peer group)</td>
<td></td>
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<tr>
<td>Community level</td>
<td></td>
</tr>
<tr>
<td>Society level</td>
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</tbody>
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Lesson 9: Law Enforcement and Multi-Agency Approaches to Prevention

Multi-agency partnerships are an emerging approach to crime prevention. This refers to several agencies or organizations working together in the effort to reduce or prevent crime, particularly by targeting the social root causes and risk factors of violence, and strengthening protective factors in communities. Because crime is a complex problem with many root causes, it requires holistic solutions and the involvement of multiple agencies.

In groups of four, read and discuss the following case study.

Case Study: Urban Renewal 2.0 from the Bahamas

Urban Renewal 2.0 is an updated multiagency program spearheaded by the police that is designed to build strong communities through grants for community improvement and citizen crime watch associations. After-school activities such as boys and girls clubs, marching bands and computer classes are meant to keep children involved. Emphasis is placed on vocational training and job placement.

Urban Renewal is part of the administration’s community policing approach and entails besides youth clubs and vocational training also community improvements through collaboration with other ministries. Police take the lead on house renovations and reconstruction.

Overview

The flagship Urban Renewal 2.0 Program is a direct response to past and current problems facing a number of inner city communities in The Bahamas such as crime, poor housing conditions, joblessness, illiteracy, homelessness, and other social ills that contribute to crime and anti-social behavior.

The Project is the brainchild of the Prime Minister of the Commonwealth of The Bahamas the Right Honorable Perry Gladstone Christie and it has the full support of the Commissioner of Police, the Executive Management Team, and all members of the Royal Bahamas Police Force. The tenets of Urban Renewal 2.0 are included in the Commissioner’s Policing Plan for 2012 and are clearly delineated under priorities 1, 2, and 3 of the Commissioner’s Plan.

The Urban Renewal Community Based Policing program is one of the most ambitious crime prevention programs in the Bahamas. It is a comprehensive approach to crime, antisocial behavior, and community safety. It emphasizes both innovation and integration of efforts and resources by a wide range of agencies and the community at large. The objectives include:

1. To prevent crime and reduce the fear of crime in the community
2. To identify and tackle the main causes of social conditions which promotes the occurrence of crime and deviant behavior
3. To examine and improve the quality of life and the social and environmental conditions
of high crime communities
4. To involve the community in problem solving and to empower citizens to play an active role in their communities
5. To identify the problems facing young people and to engage them in positive activities and programs geared toward making them productive citizens

Role of the Police in Urban Renewal
Members of the Royal Bahamas Police Force who are assigned to the Urban Renewal 2.0 Programme have an expanded scope of police work which includes crime, the fear of crime, quality of life offences, social and physical disorder, and community decay.

Since poverty, homelessness, lack of education and illiteracy, violence, gangs, drugs and theft continue to plague these identified neighborhoods, the Programme seeks to institutionalize relationships between all segments of the community and the designated police officers in the Programme. These officers are expected to use a full range of talents, skills and abilities to not only prevent and interdict crime, but to also enlarge their role and become community problem-solvers. The assigned officers do not engage in typical patrolling duties and functions of police. Instead, they are embedded in the neighborhoods of the Urban Renewal Centres and are detailed to work with community members and business owners in an effort to improve neighborhood livability. As the police work to eliminate symptoms of crime and disorder, they also attempt to address the root causes of crime. This is done by creating and participating in positive youth activities, helping the jobless find employment, connecting people with social services, preventing crime through design improvements and blight removal, and by taking the time to solve other problems that traditional officers don’t usually have the opportunity to address.

Thus, officers engage the community and youth directly, in addition to making referrals to ministries that handle unemployment, education, recreation, and other community-based activities which include the Ministry of Works and Urban Development, Social Services and other agencies.

Urban Renewal Centres
Since the introduction of Urban Renewal 2.0, Urban Renewal Centres have been re-established in communities on New Providence and Grand Bahama and a centre established on Abaco. A Director and an Assistant Director have responsibility for these centres on New Providence and a Deputy Director for Grand Bahama. A Permanent Secretary has also been appointed to this programme to whom these Directors report.

There are nine Urban Renewal Centers on New Providence and one in Grand Bahama. Each center is overseen by 1 police inspector while employing 3 – 4 other officers, as well as defense force officers, a social worker, and a number of volunteers. The centers are located in political constituencies categorized as “hot spots” by national crime data at the time of design. They typically have 5,000 people (3,000 residences) and include the following locations: Fox Hill, Kemp Road, Saint Cecilia, Pinewood Gardens, Farm Road, Bain and Grants Town, Englerston,
Nassau Village and Fort Charlotte.

The urban renewal centres are administered daily through an inter-governmental agency effort led by police officers, and from which referrals are made for the provision of social services, environmental health services and health care services, as cases of need are identified. Additionally, the centres coordinate community recreational activities. They also provide music education in the development of community youth bands, homework assistance, computer skills training, and after school services. Furthermore, the urban renewal centres have coordinated community clean-up programmes and also completed minor house repairs in cases where residents are identified by social workers as deserving of such assistance.

Essentially, the police officers, the representatives of other government agencies, and the ancillary staff work side-by-side in the centres. By working in partnership with community members, the police improve their legitimacy and general standing in the community.

**Urban Renewal Commission**

During the 2012/2013 fiscal year, in addition to re-launching the urban renewal programme, the Urban Renewal Commission was established to facilitate collaboration in bringing services to the community, and to encourage engagement of the private sector and civic minded individuals and organisations in this initiative through monetary and other donations to strengthen the provision of programmes and services. The Urban Renewal Commission is co-chaired by Cynthia Pratt, an Educator and Faith Leader, who has served the country as Deputy Prime Minister and Minister of National Security; and Algernon S.P.B. Allen, an Attorney-at-Law who has served the country as Minister of Youth, Sports & Culture and Minister of Housing & Social Development. As is evidenced by their professional lives and their records of public service and service to the wider community, they share a passion for urban renewal, and they both bring a wealth of experience to this initiative.

**Funding**

While funding for the establishment of Urban Renewal 2.0 is provided in the Government’s 2012/2013 estimates of Revenue and Expenditure under the recurrent budget allocations of the Ministry of Works & Urban Development, the Ministry of Finance and the Ministry of Grand Bahama; the programme is not considered to be ‘fully funded’ in all aspects of its proposed operations. In this regard, donations have been received from business owners and private individuals, and community volunteers assist with programmes at Urban Renewal Centres.  

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6 Please see the following sources for further information on Urban Renewal 2.0:  
http://www.royalbahamaspolice.org/divisions/uniform_operations/urban_renewal/about_ur2.0.php  
Discussion Question

1. Who are the multiple agencies involved?

2. What activities are a part of this project?

3. What is the role of the police?

4. Which risk factors does urban Renewal 2.0 work to address?

5. Which protective factors does urban Renewal 2.0 attempt to strengthen?

6. What successes have been achieved?

7. What challenges do you see?

8. What is your opinion about this approach? Why?

9. If the program were suddenly eliminated with the election of new officials, but then started back-up at the beginning of the next election cycle, what effect would these policy shifts have on the police, partner organizations and participating communities?

10. How can these kinds of policy changes be avoided?
Interagency collaboration can be difficult to achieve and may require advocacy. **Advocacy** is a skill to influence public policy, laws, regulations, resource allocation and access to services through various forms of persuasive communication. The goal is to ultimately affect decision-making processes. It is essential to create a clear and powerful message that will speak to the audience’s motivations, beliefs, and attitudes. The message must focus on why the audience will care. A message triangle can help to focus the message on three points:

- What (action statement—what action do we want them to take)
- Why (action strategy—why do we want them to take action)
- How (call to action—how do we want them to react, what are the next steps)

Study the advocacy approach below and consider making your own advocacy message for sharing with the rest of the class.

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**Advocacy for Multi-Agency Approach to Youth Violence Prevention**

1. Who is your audience? ________________________________

2. What specific players make up your audience for this issue? ________________________________

3. What drives your audience’s motivation, attitudes, and behavior? ________________________________

4. What is your message? ________________________________

5. What (Action Statement)? ________________________________

6. Why (Action Strategy)? ________________________________

7. How (Call to Action)? ________________________________
Module IV: Gangs and Organized Crime

This module will discuss organized crime, transnational crime and the issue of gangs. All three of these issues are present in the Caribbean and are crime prevention challenges for law enforcement and the community.

Lesson 10 of this module defines organized crime, transnational crime and gangs, as well as discusses the existence of all three in the Caribbean region. We will examine issues surrounding gangs in the American context, and then work in groups to identify gangs and the problems they create in their own country and region.

Lesson 11 will provide examples and strategies of how a community can organize prevention and intervention strategies that reduce gang involvement and crime rates.

After Lessons 10 and 11 the class will take a mid-term exam that will cover information taught in Modules I through IV. The results of this exam will be reviewed at the beginning of the next module.
Become familiar with the following key concepts of organized crime.

**Gang**: Has at least five members between ages 11 and 24, who share an identity, recognize themselves as a gang, and maintain a degree of organization and delinquent activity for at least 6 months.

**Organized crime**: Structured group whose goal is to obtain money through illicit efforts that involve violence, corruption or otherwise potentially disruptive efforts on a large scale.

**Transnational organized crime**: Illicit business by groups working in multiple countries, often through corrupt or violent means that weaken financial systems and undermine governance.

- Transnational crime involves the planning and execution of illicit business ventures by groups or networks of individuals working in more than one country. These criminal groups use systematic violence and corruption to achieve their goals.

- Crimes include money laundering, human smuggling, cyber-crime, trafficking of humans, drugs, weapons, endangered species, body parts, or nuclear material.

- Transnational crime ring activities weaken economies and financial systems and undermine democracy. These networks often prey on governments that are not powerful enough to oppose them, prospering on illegal activities, such as drug trafficking, that bring them immense profits.

- In carrying out illegal activities, they upset the peace and stability of nations worldwide, often using bribery, violence, or terror to achieve their goals.

**Guiding Questions**

- Do you feel that organized crime is entrenched in Trinidad and Tobago?
  
  ________________________________________________________________

- What about in the Caribbean in general?
  
  ________________________________________________________________

- Are the youth of Trinidad and Tobago involved in organized and transnational crime? How? Are they the future of it?
Consider the following case:

**Case Study: Crips and Bloods**

Raymond Washington was a charismatic leader and good football player, but had poor grades and was kicked out of one school after another. He started a gang in order to have some protection from the police and to better protect the turf or territory that his gang felt belonged to them. The gang first started out being involved in street fights and robberies using fists and knives, but that would change quickly with the introduction of guns. The gang Washington started in 1969 is called the Crips.

By 1973 there were many different sects of the Crips, all of whose leaders came from 3 different high schools in Los Angeles: Washington, Fremont and Locke High. These groups banded together around their turfs and schools, and then also at juvenile detention facilities.

The drug trade fueled the gang, first through sale of phencyclidine (PCP or angel dust), and then eventually crack cocaine. As activities and sales scaled-up, so did the violence which the group was known to use. It has been reported that the group's founder, Washington, ultimately left the gang after a few years because he thought the younger gang members were just too violent. By 1979, Washington was found murdered just a few blocks from his home.

One of the different sects that came from the Crips was a group called the Pirus. They also were young, frustrated males who felt they were being treated poorly by other sects within the Crips and decided to create their own new gang. They named that new gang the Bloods.

The Bloods and the Crips would go on to kill each other for decades over territory, drug sales and because of a hatred for each other. In fact, during the last 40 years, the Crips went from being a small street gang on the East side of Los Angeles to approximately 30,000 – 35,000 members.
members spread across the United States. They evolved into one of the most violent gangs in American history and have ruined the lives of thousands and destroyed entire neighborhoods. The easily obtained weapons mixed with the promise of money and notoriety created the perfect storm and the United States criminal justice system and the community did not act quickly enough to stop it.

What began as a group of young men wanting protection when dealing with street fights over turf turned into some of the most violent groups the United States has even seen. The creation of these gangs, by a group of “troubled” youth with no real options, has caused the United States, and especially the African American community, to experience:

- Thousands of murders
- Hundreds of tons of narcotics trafficked
- Thousands incarcerated
- Tens of thousands of lives wasted and ruined
- Large amounts of money and criminal justice resources being used to try and reduce gangs and their recruitment of young males and females

It’s important to understand why the Crips, and later, the Bloods, created these gangs and gained such a foothold in their communities. How can we keep this from happening in the Caribbean?

How might the risk and protective factors, as well as overall social root causes, be relevant to the activities of these two gangs (Crips and Bloods) described herein?
Lesson 11: Strategies for Gang Reduction

Gang reduction strategies should address the “root causes” of crime in order to prevent members of the community, especially youth, from participating in crime and joining gangs. The following are some reasons why young people might join a gang. What are others which you may have encountered on the job, but do not appear below?

- **Identity or recognition** - Being part of a gang allows the gang member to achieve a level of status s/he feels impossible outside the gang culture.

- **Protection** - Many members join because they live in the gang area and are, therefore, subject to violence by rival gangs. Joining guarantees support in case of attack and retaliation.

- **Fellowship and brotherhood** - To the majority of gang members, the gang functions as an extension of the family and may provide companionship lacking in the gang member’s home environment.
  - Many older brothers and relatives belong, or have belonged, to the gang.

- **Intimidation** - Some members are forced to join if their membership will contribute to the gang’s criminal activity. Some join to intimidate others in the community not involved in gang activity.

- **Criminal activity** - Some join a gang to engage in narcotics activity and benefit from the group’s profits and protection.

- **Other reasons** - Lack of self-esteem; poverty; protection from domestic violence; negative peer networks or peer pressure; lack of parental supervision or weak family structure; early academic failure or lack of school attendance; need for food and money; family history of gang affiliation or tradition.

The United States Department of Justice, working with the Office of Juvenile Justice and Delinquency Prevention, (OJJDP), and the United States National Gang Center, have created *The Comprehensive Gang Prevention, Intervention and Suppression Model*. A key to this model is a strategic planning process that emphasizes the idea that communities must assess their own gang problems and then develop their own activities. The research and detailed information about this model and its effectiveness are easily accessible online:

- [https://www.ncjrs.gov/pdffiles1/ojjdp/231200.pdf](https://www.ncjrs.gov/pdffiles1/ojjdp/231200.pdf)
- [https://www.nationalgangcenter.gov/spt/programs/53](https://www.nationalgangcenter.gov/spt/programs/53)
- [https://www.nationalgangcenter.gov/Comprehensive-Gang-Model/About](https://www.nationalgangcenter.gov/Comprehensive-Gang-Model/About)
intervention strategies developed in Miami in the case on the following page as an example of this model.

The Comprehensive Gang Model in Action—OJJDP’s Gang Reduction Program  
North Miami Beach, Florida

The North Miami Beach Gang Reduction Program, known as PanZou (reclaiming the community), target area comprises the city of North Miami Beach, which is located in northeast Miami-Dade County, Florida. The area was originally a middle-class retirement area with few services for youth and families. The community has changed over the last twenty years to a working-class neighborhood populated by a largely Haitian population, and residents have to rely on services provided in other areas of Miami-Dade County. Transportation is an issue, as is the lack of service providers who are familiar with the primary Haitian language, Creole. Local law enforcement reports indicate that the city population is approximately 50% Haitian, with undocumented Haitians representing an estimated additional 10 – 15%. The city economy is primarily service oriented without the presence of any major industries.

Prevention activities are aimed at the broad at-risk population, with several appropriate activities also available to gang youth being served at the intervention level. The project also is involved in various community awareness activities. A One-Stop Resource Center is operating in the target area. Prevention activities include:

- Mentoring for youth at risk of gang involvement.
- Early literacy for Haitian youth.
- Youth empowerment (life skill classes) and midnight basketball.
- Strengthening Families Program, focused on parenting skills and reducing substance abuse and behavioral problems in youth ages 10–14.
- Intensive case management.
- Alternatives to suspension for middle and high school youth.
- Truancy interdiction.
- Developing Intelligent Voices of America (DIVAs) for young women (ages 8–18) to develop social, emotional, and behavioral competence.
- Man-Up! For young men between the ages of 12–18 to develop social, emotional, and behavioral competence.
- Increased recreational opportunities for elementary and middle school youth.
- Self-sufficiency training.

Intervention activities are centered on a multidisciplinary team providing intensive case management and street out reach to gang members and their families. Activities include:

- Substance abuse counseling.
- On-the-job training.
- Referrals to community agencies, including counseling and tattoo removal.
- Six Rounds to Success Boxing Program (mentoring and physical and boxing skills).
- Community service opportunities.

Suppression activities involve additional directed foot and bike patrols in “hot spot” gang-crime areas, identification of gang leaders, and coordination with juvenile probation on gang activity. In partnership with the Gang Reduction Program, the North Miami Beach Police Department created a specialized gang unit, increased gang intelligence gathering, and increased participation with the local
Lesson 12: Mid-term Exam

During this lesson we will take a mid-term exam to be handed out by the class facilitator. Results of this exam will be reviewed and returned to you for any questions on course content during Lesson 16 of Module XI.

The exam is expected to take no more than the normal one hour of class time.
This module focuses on domestic violence/intimate partner violence issues in Trinidad and Tobago, and the Caribbean region. The class will review factors that may identify potential victims and perpetrators and review possible strategies that can reduce these incidents.

In Lesson 13, we will examine current policies in The Bahamas that deal with this issue, examine the potential risk factors and causes for domestic violence and learn about the cycle of violence that makes life so difficult for victims of this type of crime.

Lesson 14 will review possible strategies for reducing domestic violence and the need to focus on preventing Domestic Violence related homicides.

Lesson 15 will focus on teen dating violence and potential strategies for prevention and intervention.

**Module V: Understanding Domestic Violence and Teen Dating Abuse**
STOP
DOMESTIC VIOLENCE
Lesson 13: Domestic Violence: Causes and Cycles of Abuse

*Domestic violence* is any incident or pattern of incidents of controlling, coercive or threatening behavior, violence or abuse between those aged 16 or over who are or have been intimate partners or family members regardless of gender or sexuality. This can encompass but it not limited to psychological, physical, sexual, financial, or emotional abuse. Often times, domestic violence takes place as part of larger cycle of violence wherein certain behaviors and patterns repeat over and over again as shown in the diagram below.

**Tension Building**


**Explosion**

The actual abuse: physical, sexual, emotional, verbal, financial, etc.

Minimizing the abuse or acting as if it did not happen. Denial keeps the cycle going.

**Denial**

Perpetrators, victims, and society at large minimize violence in relationships.

**Honeymoon Phase**

Abuser sorry and apologetic. Abuser makes promises. “Hearts and flowers” Idealized and romantic. This phase often disappears with time.
Consider the following story and questions below it.

### Lisa’s Story: Case Study of Six-year old 911 Caller

I’m Lisa, a survivor with a future, because of my past. I’m not sure I’d be here had I lost the will to fight. Night after night, I was tested. I saw my mother abused in ways I still can’t believe; blood on the walls, scuffling in the kitchen. My skin still crawls when I think back to those nights. Life was painful, and the torture was repetitive. If it wasn’t the ongoing violence at home, it was the name calling at school. There was no escape. I started to believe I wasn’t worthy. I felt like a failure, destined for nothingness. I didn’t believe I could change my life or my situation.

I believe that because of what I felt growing up, I ended up in the very same type of violent relationship. I had such low self-esteem. My friends were moving on and doing great things with their lives, while I felt like the weight of my traumatized past was creeping up on me. When I started dating my ex, it was definitely to escape. I needed to be part of something. I was tired of feeling like I had nothing.

Within the first 3 months of our relationship he was hitting me. I was abused much in the same way I saw my mother abused. Beaten, humiliated, and cheated on. I spent four years living in hell. I didn’t realize I was repeating the cycle. The relationship felt like my very own personal dilemma, and I didn’t feel like it was in any way connected to my childhood. I think if I would have allowed myself to make that connection, I would have had to realize I was in a bad place a lot sooner than I did. But I wasn’t ready to give it up at that point.

The more my relationship became my identity, the harder it felt to get away. I spent a lot of time with him and his family. We did everything together. I thought that was how it was supposed to be in a relationship. Besides, I didn’t feel like I had too many alternatives. My family wasn’t exactly thrilled to have me around. They seemed happy that somebody else was taking care of me. Even if I was hurt, I was wanted.

It’s my understanding that the way our lives turn out is a direct reflection of the things we believe. And for me, a gradual but significant shift in my beliefs was brewing under the surface, waiting to be realized and acknowledged. With each fight, each time I was hurt, the truth for me changed a little, until one day, my life, my truths, were no longer working. I was being beaten regularly and relying on people who didn’t want me to rely on them. I had nothing and I had hit rock bottom.

I had started to realize that the pattern of our relationship was not going to change. I knew the relationship was getting worse. He was going to keep me isolated in our room, beat me when I questioned him and unconvincingly apologize when he felt I had suffered enough. The week leading up to our split was riddled with violence. I had been sleeping in a separate bedroom and could feel the tension building. I am sure if I had not left; I would have condemned myself to death and worse, left my children without a mother.

The night I left was my life’s turning point, it was letting go of all the false comfort of trying to survive in a dysfunctional situation. I would never let myself be a ward of anyone again. I filed for a restraining order and never looked back.
I spent a lot of time wondering what compelled me to leave, even when it seemed all the odds were against me. How was I able to persevere despite the barrage of obstacles? Although I wasn’t sure at the time, I later found out it was something strong.

I attribute this realization to the people who have entered my life during this transition. The ones who took the time to encourage and nurture my growth. Leaving was not easy, neither was realizing which path to take. I felt the need to transcend further, I just wasn’t sure if I was capable. I felt broken in a way and scared that I would only go so far just to be defeated by an onset of troubling memories. I hadn’t realized the power to overcome my childhood experience was the same strength needed to transcend other obstacles in life.

*Children of Domestic Violence* [an organization] helped me realize I could take my resiliency much further. I learned that their aspirations for empowering lives after childhood domestic violence matched mine. I shared with them my desire to shape my resiliency into more than just “getting by”. They shared their experiences and guiding truths. I felt a weight had been lifted. Knowing that many of the people involved with the foundation had themselves embarked on the same journey as I made me feel like a better life was definitely accessible. They showed me that it was possible to beat my past before it could beat me. I feel like there is nothing I can’t overcome or achieve. Hope, Empowerment, Inner Strength – that is the true meaning of resiliency. The right messages were given to me at the right time and now I’m awake.

My journey isn’t over – I still have many lessons to learn and obstacles to overcome. I’m just not afraid to take them on. There will always be good and bad, that’s really the only thing you can count on. The cycle proved that, and so did breaking it. I have not been in another violent relationship since. I am now free to make the choices I want, and achieve the goals I set. Knowing that I have broken the cycle has made the biggest impact in my life; and having people who saw in me the makings of success, have made it that much more meaningful. Had my shift in beliefs and the resiliency inside not been nurtured, I may have been stuck spinning my wheels in the same destructive pattern indefinitely.

Sharing my experience is important. It’s inside of us all, the resiliency that keeps us alive, the instinct that tells us to press forward and survive, IT MEANS SOMETHING. It’s there, waiting to show us the way to a better life. This can be your realization too, your empowerment, your accomplishment. Just keep persevering, never give up, and it will happen for you too.

**Discussion Questions**

- Do you think that Lisa gravitated towards a relationship involving Domestic Violence (DV)/Intimate Partner Violence (IPV) due to her background?

- What might have happened if she did not get help from the police or a DV/IPV organization?

- What could have possibly happened to her children?
Lesson 14: Strategies for Reducing Domestic Violence

The following strategies can be implemented to alter attitudes towards DV/IPV:

- **School-based programs** that educate youth about DV/IPV and teach conflict resolution skills and life skills.

- **Public education campaigns** that use media, social networking and other outlets to increase awareness about the harms of DV/IPV and services available.

- **Education of a “zero tolerance”** attitude in the community for DV/IPV.

- **Home visits for high-risk families** to intervene and provide social services.

Review the following case study.

### Case Study: Domestic Violence Homicide

41-year old Janice Brown today became the 40th murder victim for the year. She was stabbed multiple times about the body in her South Beach apartment late Tuesday night. At approximately 11:45 pm, Police Control room received a call from a neighbor, Zoa Wallace, indicating that there was a murder on Cox Way, in the area of East Street South. Apparently there was an alleged dispute between a husband and a wife. She informed control room that “During the dispute the husband allegedly stabbed the wife with a steak knife”.

Mrs. Wallace further informed the officers that the neighborhood was awakened by the screams of Mrs. Brown just before 11 p.m. on Tuesday. However, because Mr. Brown was a ‘known mental patient’ and the Browns’ had a very volatile relationship at first she was not overly concerned about the screams. Another neighbor reported seeing someone attacking Mrs. Brown with a dagger and stated “After that we called the police.” The couple’s two children ages 10 and 12 were found hiding in a junkanoo shack in the back of the residence. This was the safe place their mother sent them to when the couple argued.

This family is known to the police in the area and one officer remembers being called on the scene before and Mrs. Brown even though she had bruises about the body refusing to leave the marital home. Another police commented on another incident where upon arrival on the scene the Browns pastor was there and he commented that the family was receiving marital counseling at this time. Mrs. Brown refused police assistance.
The 59 year old husband was arrested and charged with murder.\textsuperscript{8}

\textsuperscript{8} This case study is adapted from a number of real life examples; however, the details have been changed to protect the identity of those involved.
Lesson 15: Teen Dating Violence: What it Looks Like and How we Prevent it

Teen dating involves an intimate relationship or intimate partner violence among adolescents or adolescent relationship abuse that includes physical, psychological or sexual abuse, harassment, or stalking of any person ages 12 to 18 in the context of a past or present romantic or consensual relationship.

Researchers identified several factors related to an increased risk for dating violence:

- **Gender** - Female teens reported more cyber, psychological and sexual violence while male teens experienced more physical abuse.

- **Sexual activity** – Teens more involved in sexual activity are more likely to experience cyber, physical, psychological and sexual dating abuse.

- **Delinquency** – The more delinquent activities that teens engaged in, the more likely they were to experience cyber, physical, psychological or sexual dating abuse.

Imagine you have been given a grant of $500,000 Dollars for one year and, if you show progress on teen dating violence strategies, your community will be given an additional $100,000 the following year. Work in groups of four to develop teen dating violence reduction strategies for your community to use.

The strategies should contain at least the following:

- Three programs that include prevention and intervention strategies.

- Incorporate various community partners and their individual roles in the overall strategy.

- Focus efforts towards the youth in their community.

- Include a plan for reviewing programs for success or failure (e.g. how will you determine if strategies are working?)

Answers will be presented to the class at the end of the activity.
Module VI – Evidence Based Programs and Interagency Collaboration

This module examines the role of evidence-based programs in crime prevention, as well as examples of evidence-based policing programs and practices addressing youth. It includes a discussion of effective strategies and processes to select successful and promising program models.

Lesson 16 provides a content review of mid-term exam results based on course participants’ responses.

Lesson 17 provides an introduction to evidence-based crime prevention programs: what evidence-based programs are, why they are important, and how they can be used, and what strategies have been found by research to be effective. This is followed by an advocacy exercise to advocate for evidence-based policing.

Lesson 18 introduces sources and search processes on publicly available websites for effective and promising evidence-based policing programs and practices addressing youth. You will get an opportunity to examine some selected programs in more detail and extract effective strategies.
Lesson 16: Review of Mid-term Exam Results

You will now review the key concepts studied prior to the mid-term in Lesson 12. During class, you will have an opportunity to go over the results of the exam, and seek clarification on any doubts you might have regarding course materials thus far.

If time permits, consider the following key concepts from the first half of the course, what they mean to you, and their role in your work on crime prevention moving forward.

- Crime analysis (especially when it comes to the use of crime statistics)
- Problem-oriented policing (POP)
- Broken windows theory
- Crime Prevention through Environmental Design (CPTED)
- Compstat
- Community policing
- Social crime prevention
- Interagency and community collaboration
- Communication
- Active listening
- Conflict resolution
- Anger management
- Assertiveness
- Root causes of crime
- Risk vs. protective factors
- Advocacy
- Gangs
- Organized crime vs. transnational crime
- Comprehensive Gang Prevention, Intervention and Suppression Model

We will come back to these concepts in the second half of the course, especially when we get to the point of developing an action plan to address a particular community challenge.

Also, remember that there will be one more exam covering only the second half of the course, during the first lesson of Module X (Lesson 26). The results of this last exam will be reviewed prior to finishing the class.
Lesson 17: The Role of Evidence-Based Programs

A lot of the research on evidence-based policing comes from the United States, United Kingdom and other locations. For instance, there is an annual Conference on Evidence-Based Policing at the University of Cambridge, in the United Kingdom. However, some practices to promote this cutting edge approach are already being incorporated in the Caribbean and you should look toward simple, low-cost ways in which you can contribute to evidence-based practices in their own institutions. First let us consider the following basic definitions.

- **Evidence**: information about a question that is generated through systematic data collection, research or program evaluation using accepted research methods.

- **Evidence-based policing**: The use of research on the outcome of police work and overall crime analysis to guide implementation, operations and agency-wide policies in a variety of areas.

There are many great programs out there that seek to prevent crime and violence. Unfortunately, we don’t have much evidence yet on which parts of them work and don’t work, partially due to limited data collection and monitoring of our efforts based on clear benchmarks and indicators for success. Being able to document that programs work makes them more sustainable. Some police and other agencies that work on crime prevention are starting to recognize the importance of evidence-based practices, through their own internal documentation procedures, as well as vis-à-vis collaborations with universities. The TTPS, for example, has committed to increasing its evidence-based policing practices. In the 2014 – 2016 Strategic Plan, Objective #4 is to “Establish an Evidence-based Police Culture” and this is done through a variety of approaches such as COMPSTAT, hotspot policing, and others outlined below.

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9 Please see the following site for more information: [http://www.crim.cam.ac.uk/events/conferences/](http://www.crim.cam.ac.uk/events/conferences/).
The Matrix Demonstration Project shows the following emerging principles for preventing crime:

- Officers can be much more effective when they are “proactive” rather than reactive.
- Officers are more effective when they tailor or focus their strategies and tactics to problems at hand.
- Officers are effective when they focus on places (i.e. hot spots), not people.

Thus, interventions that are proactive, tailored in strategies and focused on places, can have much better effect on crime prevention, based on the totality of research. However, most current police interventions are reactive, focused on individuals and arrest-based.

How can you be more “proactive,” “place-based,” and “focused” in your own practice? Think about this as you consider the scenario found on the following page.
Scenario: Youth Boys Basketball Program

You are in charge of a youth boys’ basketball program with participating ages of 7 – 12, 13 – 17, and 18 – 21. In this year round program, you and your staff of coaches work with these groups of boys from identified neighborhoods by mentoring them, modeling pro-social values and behavior, helping them stay in school, obtain tutoring when needed, finding employment when of age, assisting with social services, and encouraging them to remain gang, drug, violence and crime-free.

You want to demonstrate that this program is effective and worthy of expansion. However, you are a police/social service practitioner and feel that you and your current partners don’t have the interest or skills to conduct this evidence-based research without including an additional research partner. However, you understand that you have a critical responsibility to demonstrate the outcomes of your program because, while some politicians support this program, others want to defund it and focus on crime suppression and enforcement initiatives. You, on the other hand, feel efforts like yours should not all be supported, but also expanded upon to other areas. How will you demonstrate that this program works?

- Identify and describe 3 clear benchmarks for measuring success and/or failures here (benchmarks might include specific protective and risk factors, as well as other measures such as being place-based, focused and proactive).

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- Who would you solicit as partners to conduct the evidence-based policing research?

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  ____________________________________________________________
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- What steps would you take to develop this research-based partnership?

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Lesson 18: Examples and Discussion of Evidence-Based Practices

Activity 18.1- Selecting Evidence-Based Programs

There are now databases emerging that more systematically capture evidence-based policing. Three of them are:

• CrimeSolutions.gov (http://www.crimesolutions.gov/), a database that houses research on the effectiveness of programs and practices with easily understandable ratings based on the evidence (effective, promising, no effects). It includes a section on juveniles as well as a section on law enforcement.

• Evidence-Based Policing Matrix (http://cebcp.org/evidence-based-policing/the-matrix/), a three-dimensional matrix that includes police crime prevention research studies by type or scope of target (from individuals to nation/state) as well as by specificity of prevention mechanism (from general to focused) and level of proactivity (from reactive to highly proactive) and Results (from significant to harmful).

• Center for Problem-Oriented Policing Goldstein Awards (http://www.popcenter.org/library/awards/goldstein.cfm?browse=abstracts) is a site that evaluates international problem-oriented policing strategies and selects winning programs based upon innovation, effectiveness and measurable success, the depth of problem analysis, the development of clear and realistic response goals, the use of relevant measures to demonstrate outcomes, and the involvement of citizens and other community resources in problem resolution.

It is important to measure and evaluate programs and to report on their successes – or challenges – so that others can learn from it. At a minimum, such a report can look as the following case study does:
Evidence-Based Policing Practices Related to Car Break-ins

In the city of Portland, Oregon in the United States, officers noticed that a high number of car break-ins to steal cell phones and laptops from vehicles were taking place in the downtown area during the Christmas holidays. Police patrols began to show that people were leaving their cars unaccompanied for lengthy periods of time with computer bags, Christmas gifts and other items of value they had purchased out in the open. Any onlookers could clearly see into the cars and identify the valuable items which would subsequently be stolen, given their easy access.

To help address this problem, Portland police officers created a simple system affectionately known as the “hey silly letter”, that involved a note to remind citizens not to leave things of value in their vehicle. As part of this effort, a junior officer — during their regular lunch time patrol — did a sweep of the downtown area to place one of these letters on everyone’s car windshield.

The notes had a positive effect and evidence showed that, as a result of the intervention, the number of reported break-ins dropped by 63% almost immediately, and last for a period of 6 months afterward. In addition to the reduction in crime, there was also a reduction in the amount of officers needed to attend to the downtown area, due to the decrease in crime reports being made.10

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10 As taken from discussions with officers from the Portland Police Bureau and information in the following news article: [http://bangordailynews.com/2012/04/27/news/portland/portland-using-stats-to-curb-crimes-before-they-become-a-trend/].

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Activity 18.2- Group Work on Effective and Promising Programs

Work in groups on one of the following five cases. Study your assigned cases and how the strategy presented there might be seen as (i) proactive, (ii) place-based, and (iii) focused.

**Group #1: Operation Ceasefire (Boston, Massachusetts)**

Originally developed by the Boston Massachusetts Police Department’s Youth Violence Strike Force, Operation Ceasefire is a problem-solving police strategy that seeks to reduce gang violence, illegal gun possession, and gun violence in communities. The goal is to: (i) apprehend and prosecute offenders who carry firearms; (ii) put others on notice that offenders face certain and serious punishment; and (iii) prevent youths from following the same criminal path. As a deterrence strategy, the intervention is based on the assumption that crimes can be prevented when the costs of committing the crime are perceived by the offender to outweigh the benefits of committing a crime. It targets high-risk youth, as well as serious and violent juvenile offenders.

A key element of the intervention is the delivery of a direct and explicit “retail deterrence” message to a relatively small target audience of gang members regarding what kind of behavior would provoke a special response and what that response would be. The deterrence message applied to a small audience (all gang-involved youths) rather than to a general audience (all youth in Boston).

The program’s suppression tactics include numerous warrants and long sentences for chronic offenders, aggressive enforcement of probation restrictions, and deployment of Federal enforcement powers. The prevention strategy is centered on an ambitious communications campaign involving meetings with both community groups and gang members. Everyone in the community is informed that gang violence will provoke a zero-tolerance approach and that only an end to gang violence will stop new gang-oriented suppression activities. Ideally, these activities should be combined with a variety of other law enforcement strategies and grassroots community initiatives to combat crime.

Operation Ceasefire’s first main element is a direct law-enforcement attack on illicit firearms traffickers who supply youths with guns. The program frames a set of activities intended to systematically address the patterns of firearm trafficking, including expanding the attention of local, state and federal authorities to include intrastate trafficking in Massachusetts-sourced guns, and focusing enforcement attention on traffickers of those makes and calibers of guns used most often by gang members.

The second element, known as the “pulling levers” strategy, involves deterring violent behavior by chronic gang members by reaching out directly to gangs, saying explicitly that violence will not be tolerated, and by following every legally available route when violence occurs. Following the implementation of Operation Ceasefire, there was a 63 percent reduction in the average monthly number of youth homicide victims.11

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11 For more information, see: [http://www.crimesolutions.gov/ProgramDetails.aspx?ID=207](http://www.crimesolutions.gov/ProgramDetails.aspx?ID=207)
Group #2: Anti-Gang Initiative (Dallas, Texas)

The goal of the initiative was to reduce gang-related crime through the use of specialized police strategies. Specifically, the program sought to lower gang-related violence among juveniles in Dallas. Five target areas were selected to receive the initiative, on the basis of high levels of gang-related crime. These areas were identified as home to the city’s seven most violent gangs. To reduce gang-related violence, the program implemented three main suppression tactics:

1. **Aggressive curfew enforcement.** Juvenile curfew ordinances were strictly enforced, especially when suspected gang members were encountered. In Dallas, the law is that juveniles under 17 must be in their residence between 11 p.m. and 6 a.m. Sundays through Thursdays, and between 12 a.m. and 6 a.m. Fridays and Saturdays.

2. **Aggressive truancy enforcement.** The police department coordinated with schools to ensure that students did not miss classes and patrolled for students not at school during school hours. Texas law stated that juveniles between 6 and 17 had to be in enrolled in school and in attendance from 10 a.m. to 3 p.m. Officers patrolled areas during these times to make sure students were not skipping school.

3. **Simple saturation patrol.** Officers conducted high-visibility patrols in identified target areas. During these patrols, they conducted surveillance, stopped and frisked suspicious persons, and investigated suspicious activity.

The Dallas Anti-Gang Initiative was based on the idea of suppression of gang activity through law enforcement tactics. This is the deterrence theory—that increasing police patrol and making their presence highly visible provides a general deterrent effect. This theory was specifically tailored to the gang problem in Dallas and was implemented in the form of a crackdown on gang activity. Further, truancy and curfew violations have been linked with high levels of juvenile delinquency. This follows from the theory that juveniles get into more trouble when left unsupervised and when not in school. Thus, this program sought to reduce gang-related juvenile delinquency by cracking down on truancy and curfew violations. A study found that the pre-intervention monthly mean of violent gang-related offenses was 20.9 for all target areas combined, and dropped to 8.9 post-intervention. This was a statistically significant decrease of 57 percent.\(^\text{12}\)

Group #3: The Winnipeg Auto Theft Suppression Strategy (Winnipeg, Manitoba, Canada)

Winnipeg had North America’s highest rate of vehicle theft from 2003 to 2007, and reckless driving by the thieves further magnified concern about the problem. Rates peaked at 1,932 per 100,000 in 2004. The cost of stolen vehicles was nearly $40 million/year, but the danger to residents was an even greater concern because of the recklessness of the auto thieves.

The Manitoba Auto Theft Task Force tried several tactics to reduce the problem but despite some temporary successes rates continued to climb. Crime analysis became the core of the new approach, including an examination of police statistics, insurance company statistics, police files, court files, and interviews of police, justice officials, and offenders. It was discovered that most thefts were for joyriding and a detailed picture of patterns, causes and consequences of the thefts emerged.

\(^{12}\) For more information, see: http://www.crimesolutions.gov/ProgramDetails.aspx?ID=174.
The Task Force’s strategy included a tiered approach to at-risk youth involving intensive community supervision of high-risk offenders, and installation of vehicle immobilizers in the highest risk vehicles. Police partnered with probation staff who reviewed files on all young offenders that participated in vehicle theft and classified them into Levels 2, 3, and 4. Level 1 youth were not identified individually but programming was delivered in neighbourhoods with high levels of involvement in vehicle theft.

**Level 1: Youth-at-Risk**
- Public education, prevention and intervention
- Parents, care-givers and teachers involved
- Supporting programs include schools, police school resource officers, and youth service agencies
- Addressing the root causes of auto theft by working with young people and their families in order to try to reduce the number of young people who find auto theft an appealing form of recreation
- Operated with community partners, including the Winnipeg School Division, Big Brothers and Big Sisters of Winnipeg, and New Directions for Children, Youth, Adults and Families

**Level 2: Early Involved**
- Prevention and diversion
- Turnabout program for youth under 12 years
- Alternative measures as appropriate

**Level 3: Repeaters**
- Enhanced case management and supervision by youth corrections
- Youth and family involvement
- Increased offender programming directed at auto theft

**Level 4: Very High-Risk to Re-offend**
- Daily in-person contact with probation officer, seven days a week
- Other contact every three hours
- Absolute curfew enforced
- Intensive programming with families and schools
- Zero tolerance for non-compliance
- Crown to advocate for custody (pre-trial/sentence)

The second component of the program involved installing electronic immobilizers in high-risk vehicles. Electronic immobilizers disable a vehicle’s starter, ignition, and fuel systems unless the car is started using a coded transponder. Research in several countries, including Australia, showed that immobilizers were effective in reducing auto theft. The program provided free immobilizers to owners of the most at-risk vehicles with 63,000 vehicles having immobilizers installed.

The initial objective of the Strategy was to reduce vehicle theft by 20 percent over a 2-year period. However, theft rates fell by 29% in 2007, 42% in 2008, and 34% during the early part of 2009 for a total reduction of 75% since the inception of the program. These reductions are far greater than for any other Canadian city or other Manitoba communities.\(^\text{13}\)

In Enfield (England) during 2008/09 there was an increase of 24% in domestic burglary. The district had the highest volume of all London districts (1 in 20 offences) and had the 8th highest rate of offending nationally. Analysis revealed that a small number of neighborhoods had suffered enduringly high levels of offending for many years – almost 1 in 5 offences occurred in just 4.6% of the districts geographical area. Prior responses to burglary, which involved expensive hotspot patrols by police were not sustainable and had little impact on burglary figures over long periods.

Exploiting a good level of information on geography of offending, and most prevalent targets, a response was designed to control access (in areas of rear entry offending aided by alleyways) and to harden targets (by offering locksmith and home security services). Work was exclusive to long term persistent hotspots. Environmental Visual Audits were carried out, and over 3,000 households were targeted for intervention (2.5% of district housing stock) while 88 alleyway gating schemes were implemented. Following the completion of crime prevention surveys, crime prevention literature and advice was supplied to each of these households. Properties, which had insufficient security, had visits from locksmiths who installed improved security measures (i.e. London Bar, Window Locks) free of charge. Also, a range of other security measures were given free to residents; for example timer switches and low watt bulbs to increase occupancy indicators in the winter months, window shock alarms particularly targeted to ground floor purpose built flats (council and RSL estates) and door chains (targeted to elderly residents). Additionally, property marking kits were made available to residents. Advice was given on the types of property most likely to be stolen, and residents were advised to display signage provided with the kits.

There was a 29% reduction in the intervention area throughout 2010. The change in level of offending within this area contributed to over 40% of the districts overall burglary reduction in 2009/10 and over 70% in 2010/11. A total of £231k was allocated to the program while money saved from reduced burglary within the intervention area currently equates to £934k. There were no additional demands on staff to deliver these interventions as it fell under their daily duties, the only difference being that this was intelligence led tasking of services. There was no additional funding or resources available to police the problem. Burglary was addressed predominantly by patrols that reacted to hotspots.\textsuperscript{14}

\textsuperscript{14} For more information, see: \url{http://www.popcenter.org/library/awards/goldstein/2011/11-09(F).pdf}.
The Citizen Security Programme (CSP) is an initiative of the Ministry of National Security (MNS). It seeks to reduce crime and violence in 22 communities by: (i) lowering the levels of homicides, robberies and woundings in partner communities; (ii) increasing in the perception of safety in the partner communities; (iii) reducing injuries related to firearms, child maltreatment, domestic violence and youth violence; and increasing collective efficacy to prevent violence. This involved:

- Community Action, including Community Action Councils, Rapid Impact Projects, Community Peace Promoters, Community Based Social Intervention, School Based Violence Reduction Programmes, Youth Friendly Spaces and Public Education Messages.
- Assistance to police including rehabilitation of 9 police stations to improve service to citizens by providing reception area, rape crisis room, interview and identification rooms in order to protect identities and take reports (especially in cases of domestic abuse), computer equipment and basic IT training to process reports from community members in the rehabilitated stations, establishment of Victim Support Unit which will utilize specialized training in counseling support, crisis negotiation and grief counseling, and counselling support of officers to provide psycho-social services to reduce work related stress and improve police-public relations.
- Institutional strengthening of the MNS including computer equipment, software and technical assistance to develop a Crime Observatory, strengthening evidence-based policies and formulating national crime and violence reduction plans.

As of June 2011, some of the achievements include: 602 beneficiaries trained in counselling and mediation; 4,893 beneficiaries were part of 14 Rapid Impact projects, including “One Hope One Dream” and a two-part project in one community called “Let’s Talk Will You Listen” and “Grow Box and Agricultural Training;” 1,480 beneficiaries received funds for crime and violence prevention micro projects. In addition, a total of 113 community engagement events were sponsored to facilitate community cohesion which reached 11,529 beneficiaries; and approximately 450 persons benefitted from Community Based Social Interventions. CSP statistics show a decreasing trend of murders, woundings and shootings from 2008 to 2010, and a steady number from 2011 to 2013.  

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15 For more information, see: [http://csp.gov.tt/Home.aspx](http://csp.gov.tt/Home.aspx)
Module VII: Politics, Ethics and Social Media

Module VII asks you to discuss some sensitive and often controversial subjects. The class will begin by having an open and honest discussion about the influence of politics in crime prevention and intervention strategies. You will then design your own national strategies for crime prevention.

In Lesson 19, the class will review and discuss the importance of ethics and legitimacy in law enforcement and the benefits of this legitimacy when working with the public.

Finally, in Lesson 20, you will change topics and discuss ways that conventional media and social networking can assist with crime prevention and intervention strategies.
Lesson 19: Politics and Its Relation to Crime

Activity 19.1 – Discussion about Politics and Its Relation to Crime

Take approximately 5 – 10 minutes to read the following article and answer the guiding questions that follow.

Of Crime and Politics
By Michael Harris

The issue of crime has once again catapulted itself to the top of the national agenda. It was always on the agenda of course but had been, for a while, superseded in terms of its immediacy by other issues. Now it has come roaring back on the wings of a spate of murders over the last two weeks headlined, if you will, by the absolute horror of the severed head left casually on a tabletop outside a bar in La Romaine, for all to gaze upon.

And, as has happened before, there is a sudden flurry of activity from the Government and solemn statements from Government spokespersons and other stakeholders about new initiatives to be undertaken and new strategies to be pursued to fight the scourge. So we are now to make firearms and drug possession non-bailable offences. The Police Service, according to the chairman of the Police Service Commission, needs a comprehensive overhaul. And the Flying Squad flies again, only this time cloaked in apparent invisibility.

Whatever the solutions and strategies being advocated in the wake of this most recent upsurge in crime, it is important that we remind ourselves that the problem of crime and the manifest inability to deal effectively with it did not just surface with this Government. We would recall, under the last People's National Movement administration, the launch of Project Anaconda by then minister of national security Howard Chin Lee. All "Anaconda" did was to swallow its own creator. He was followed by the hapless Martin Joseph, whose only strategy for solving crime seemed to be talking it to death.

We remind ourselves of the failed initiatives of the last administration, even as we note the failed initiatives of this administration, because in so doing we might just come to the realisation that the problem of crime in our country is larger than any particular government, any minister of national security and any political party. The problem of crime is a national one and can only be addressed by national initiatives.

But what does that statement mean? At one level, it means crime is not simply about gangs and guns and drugs and murders. The roots of such phenomena, as frightening as they might be, are to be found in ill-conceived and irresponsible policies perpetrated for a long time now in the economy, in education, in housing and in social and community development. As long as we do not fix these fundamental national issues, we shall, with each generation, keep breeding new recruits into lives of crime.

So the solution is national because it requires, in part, long-term national economic and social initiatives. It is, however, also national because it cannot rely only on governments or the police or
the army. While these institutions are expected to give the lead in the fight against crime, that fight is also the fight of every law-abiding citizen.

Each of us also has the responsibility not only to live our lives in such a way as to set an example for correct conduct and the propagation of the values of respect for all, but we also must be prepared to give of our time, our energies and our resources in any effort to wean our youth away from crime to lives of dignity and self-respect.

In this regard, one major solution which has been advocated before and which I fully support is a national service programme, operated under the aegis of the army, which would take our endangered youth from all over the country and place them in an environment in which discipline would be inculcated and skills taught that would enable them to support themselves. Those of us with such skills must be prepared to give freely of our time to help teach and train our young men and women.

But in the final analysis, while such long-term and medium-term policies and strategies are vitally necessary, the fact remains that we must also deal with the immediate problems of guns and gangs and murders. It is here, above all, that the fight against crime must be a national one.

Absolutely the first step in making it so is that the issue of crime must cease to be a matter of partisan political bickering and gamesmanship. Our politicians must cease trying to score points against the other party when it comes to crime. That gets us nowhere. The Government and Opposition should agree that crime as a matter of gamesmanship is off the table. In this respect, a National Crime Policy Board, inclusive of Government, Opposition and civil society members, should be established and be responsible for devising and reviewing all the initiatives in terms of the fight against guns and gangs and murders.

Such a national board is necessary because the fight against crime on the streets is going to demand difficult and unpalatable choices. More than four years ago, I wrote the following in this column: "To deal effectively with this crime situation, at least in its short-term perspectives, we shall have to make unholy alliances with some of the criminals, we shall have to forgive the vicious and heinous crimes of others among them, we shall have to pay and protect many of them, we shall have to grant amnesty to a whole lot of them, and yes, we shall end up killing a good many of them."

Four years later I see no cogent reason to change a single word in that prescription. There is no other choice. But for it to happen we must take the toxic partisan politics out of the equation. No government, of whatever party, is going to make those difficult decisions on its own and open itself up to the vilification of its opponents. And without such difficult decisions, we will not solve our crime problem. It is as simple as that.

And who knows, maybe, if we can raise the level of our politics in seeking to deal with crime, we may just learn how to raise the level of our politics generally."
Guiding Questions

- What do you think of some of Harris’ ideas on addressing crime?

________________________________________________________________________
________________________________________________________________________

Work in groups to come up with the ideal national crime prevention policy. These policies will be discussed in an in-class exercise. At a minimum, you should include the following in your policies:

- A national panel from the country to assist in the development and monitoring of the policies. List the different members from different disciplines who should be on this panel.

________________________________________________________________________
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- Three intervention and prevention programs.

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- Two changes or editions to laws in the country concerning their assigned policy.

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- Ideas for implementing their policy and educating the community about it.

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Lesson 20: Ethics, Professionalism and Legitimacy in Law Enforcement

Beyond what the individual can do to affect ethics, professionalism and legitimacy in law enforcement, police organizations need to establish effective oversight systems to prevent corruption. The following are some examples of potential strategies that can be integrated into an organization:

- Create simple record-keeping systems that track where officers and supervisors are assigned, what kind of activities they are engaged in, calls for service and other indicators.

- Inspection or quality control units, can be established and they visit precincts periodically to ensure that procedures are followed in such areas as maintaining roll calls and logs, crime reporting and investigative case management.

- A third and critical layer of oversight is provided by internal affairs or corruption investigation units. These units must be well-staffed and well-equipped, capable of conducting lengthy investigations, managing undercover informants, executing “sting” operations, and soliciting and investigating confidential corruption complaints from the public, government officials and other officers.\(^\text{16}\)

Notwithstanding the structural reforms the above approaches would imply, individuals can and do promote ethics and professionalism on the job. With this in mind, consider the following definitions.

- **Legitimacy** reflects the belief that the police ought to be allowed to exercise their authority to maintain social order, manage conflicts and solve problems. It means the public has confidence in the police, and the police act morally justified as appropriate to circumstances.

- **Procedural justice** involves fairness in the process of resolving disputes and allocating resources. In the justice sector, an example might be when a citizen has the opportunity to tell their side of a story to an officer, or in court, and is treated with dignity and respect, regardless of the outcome.

We will talk more about the importance of these ideas, and how to apply them on the job, during class.

Lesson 21: Media and Social Networking in Crime and Violence Prevention

There are many positive applications of the media in crime prevention approaches. Both traditional, as well as social media, can be helpful in our overall approaches.

Conventional media refers to: television, radio or newspaper. The following can be done to create better relations with the media:

• Work on relationships with different media outlets and push for stories that show some of the great work the police and other groups are doing to curb crime.
• Have a newspaper reporter ride along with police officers so they can report for themselves the reality of police work.
• Train all police officers about media relations.
• At crime scenes, designate a specific area for the media to meet and a media officer or someone trained in media relations should meet with them at that site and provide information that assists them in their stories while protecting the investigation.
• Officers on scene should not ignore or be rude to media representatives because this could affect or slant the media’s view of the police.
• Be transparent!

Social media include Facebook, Twitter, blogging, police websites, other webpages, etc. The following are some ideas that agencies around the world are using:

• Texting to relay information about crime incidents, traffic updates, and emergency situations.
• Facebook to educate about many different aspects of police, crime prevention programs, upcoming events, education, positive relationship building stories and recruiting.
• YouTube videos are a great way to share crime prevention tips or strategies as we saw earlier in the video from Canada.
• Podcasts.
• Citizens can file low level crime reports online which frees up officers for more crime prevention and community building activities.

Now that we’ve established the different types of media, in Module VIII, we will look at problem-solving analysis and the development of action plans, as a means for addressing crime. You can also consider ways in which to include social and traditional media as a part of the action plan you will be working on in class during Modules IX and X.
This module teaches participants strategies to problem solve starting with Crime Prevention through Environmental Design, (CPTED), and then moving onto Crime Triangle analysis, the SARA problem-solving model and the creation of action plans. This module builds a foundation of analysis and problem solving that will prepare participants to go back to their communities and solve community-oriented crime issues. Each lesson discusses one of the techniques mentioned above, and provides participants with an opportunity to practice them as a class.

Lesson 22 reviews Crime Prevention through Environmental Design (CPTED) principles and why CPTED can be an important crime prevention strategy. After learning about CPTED, participants will work in groups to design a program to apply this concept to among young people, specially using the police youth clubs.

Lesson 23 introduces the Crime Triangle and the SARA model of problem-solving. It includes a class activity to apply each of these models, as well as a discussion about opportunities and challenges for its use.

Lesson 24 will teach participants the elements that make up an action plan and, which they will then apply to create an action plan for the neighborhood in which they work during Module 9. The action plans are designed will be used by participants when they return to their regular assigned duty stations.

These action plans are a critical component within community-organizing that participants can put into practice immediately after the course is complete.

Module VIII – Problem Solving Analysis: CPTED, Crime Triangle and Action Plans
Lesson 22: Crime Prevention through Environmental Design (CPTED)

As mentioned previously in Lesson 1 of the course, Crime Prevention through Environmental Design (CPTED) is an effective technique used to prevent crime by designing a physical environment that positively influences human behavior in an area or neighborhood. CPTED involves four key principals as shown in the following chart.

| Natural Surveillance  | - Utilizes design factors to increase visibility of a property or building.  
|                       | - Adjusts lighting, landscaping, fencing, and location of windows to increase residents’ ability to see offenders.  
| Natural Access to Control | - Uses elements such as doors, shrubs, fences and gates to create a perception that there is a risk for offenders to select the target.  
|                         | - Creates easy access for police response.  
| Territorial             | - Involves sidewalks, porches and other details to distinguish between public and private areas and instill ownership.  
|                         | - Applies traffic circles or narrower streets to slow traffic.  
| Maintenance             | - Entails care and maintenance of disorderly or deteriorated areas.  
|                         | - Reduces the message that residents tolerate or even don’t care.  

An example of CPTED in action is shown in the photo below on the right. When compared with the image on the left, it is easy to see how a few simple changes to the geographic environment have the potential to significantly reduce crime opportunities in a given area.

Comparison of an ineffective (figure on left) versus effective (right) use of CPTED.

Photo credit: Ronald Clark Center for Problem Oriented Policing.
The following two cases provide further illustration of how CPTED might be effectively applied in the field. Review and discuss them with fellow course participants.

**Case #1: Repeated Graffiti on the Back Wall of a Building in an Office Center**

**Why here?**
The taggers (or graffiti artists) have selected an area that is out of the view of passers-by: a rear corner location where two buildings come together at the end of a poorly lit service lane. Visibility is further reduced by hedges at the site’s perimeter. Businesses in the office center are open from 9 AM to 5 PM during the week; however the tagged building is next to a roller skating rink where activity peaks at night and on weekends.

**Potential CPTED Response**
Hedges are trimmed and wall-mounted light fixtures installed along the service lane, with motion detection lighting in the problem area. The skating rink agrees to change to a “no re-admission” policy to keep skaters inside the building and away from the office property.

**Case #2: Bank Machine Patrons are Being Robbed After Dark**

**Why here?**
The bank is situated along a commercial strip in a neighborhood with vacant properties and abandoned businesses. The bank machine is in the front corner of the bank building, and the drive-through teller windows are at the side of the building, around the corner from the machine. Robbers hide in the darkened drive-through teller area and attack unsuspecting victims after they complete a transaction.

**Potential CPTED Response**
The bank installs a fence at the corner of the building, creating a barrier between the bank machine and the drive-through teller area.

During the following class session, you will have an opportunity to further explore CPTED as we examine its use within an action plan, designed to address a particular crime issue in a given area.
Lesson 23: Problem-Solving with Crime Triangle and SARA

The foundation of this course, and of crime prevention and intervention, is problem solving. For the purposes of this course, a problem is defined as a pattern of incidents resulting in crime, disorder or other disruption in the community. So how do you know when there is a problem?

- Police respond to the same type of calls repeatedly
- You notice a pattern of crime
- These types of incidents are occurring more often or are getting worse
- Community members or victims are frustrated and say the police are not doing anything about the situation

Just as the flu might have symptoms, such as a runny nose or fever, community problems also have distinct conditions which reflect the nature of the underlying issue. For example, a series of robberies are occurring in a specific neighborhood and during the last robbery the victim was shot. In this case, there are two or more incidents which cause harm and fear, and the issue is getting worse. Is this a community problem?

Looking at each of these crimes as individual incidents may make stopping future events or apprehending the offenders more difficult because it would be impossible to identify patterns that would point to future locations or likely suspects. However, if the police were to examine the issue more closely and look at specific patterns, consult with neighborhood residents, victims, and businesses in the area, they might discover that the robberies are occurring during a specific time, the robberies have been videotaped by a business owner’s video camera, the victims have similar profiles, etc.

Above all, increased cooperation and trust between the police and the community can lead to a better relationship and the potential problem-solving of other situations. In short, the resolution of this series of robberies would require more than police resources, it would require partnership with the community.

Problems can be analyzed with the help of the Crime Triangle. Consider the following:

- 10% of offenders account for 55% of all crimes.
- 10% of victims account for 42% of all victims.
- 10% of all locations account for 60% of the call load for the police.

Three factors must coincide for a crime to occur: a victim, a perpetrator, and an opportunity. If any one of these factors is removed, through SARA problem-solving or otherwise, the crime cannot occur.
• Without a **motivated offender**, there is no one to commit a crime. Removing this element can involve apprehension to take an individual off the street. In the grander scheme, it can also involve strategies that seek to change the potential offender’s propensity to commit a given act. These can include educating him or her about consequences, and changing their attitude toward crime.

• Without a **victim** or **suitable target**, again, it is not possible for a crime to take place. Potential victims can be made aware of support resources available to them in the community or justice system. They can be educated about possible strategies used by different types of criminals in an area. Victimization occurs when a motivated offender sees the target as “suitable” – the costs of committing the crime are seen as less than the potential gains. Potential victims need to be aware of the factors that might make them less suitable targets.

• The last leg of the Crime Triangle refers to the **opportunities** available for committing the crime. Mitigating these opportunities by modifying environmental factors helps prevent or deter a crime from taking place. For example, a location could be designed to have more opportunities for witnesses (open spaces, lots of available lighting, etc.) or security guards to watch the area.

In focusing on the resolution of the underlying causes of the problems, **problem solving** involves the process of moving toward a goal when the path to that goal is uncertain. SARA, stands for the four separate components of the problem solving process: scanning, analysis, response, and assessment.

• **Scanning** involves the clustering of incidents into meaningful problem units. This stage involves the recognition that a series of incidents are connected and could be alleviated through common responses. In our earlier example, this was the recognition that the series of robberies occurring in a neighborhood were, in fact, connected.

• In order to understand the underlying causes leading to the identified problem, a thorough **analysis** is conducted. We have argued that this is considered the heart of the problem-solving model because mistakes made here can lead to inappropriate responses or strategies. At this stage, the Crime Triangle can be an essential tool. Figuring out how to eliminate one of the three central elements of a crime is critical to the success of the problem solving process.
• Once a comprehensive analysis has been completed, a strategy (response) can be selected based upon the actual cause of the problem. Evidence normally suggests that specific responses should be based upon a review of available best practices for addressing similar problems and causes.

• During the assessment stage, an evaluation should be done to determine if the implemented response actually works. For example, after implementation the police and community may better understand the problem and recognize the need to reconsider the initial analysis. In some cases, the assessment may reveal that the nature of the problem was misidentified. If so, they may have to redesign the current strategy or even select a new approach.

Think about how the Crime Triangle and SARA problem-solving model might apply to the following two cases.

Sample Case Study on SARA Problem-Solving

In the Diego Martin neighborhood of Trinidad, a group of young males enrolled in high school has been caught not attending classes and instead spend school day committing crimes. It costs local businesses significant money to remove this graffiti and, as a result, most of the time business owners just leave it up, which contributes to the erosion of the neighborhood. Other crimes include fights, some sexual assaults on female students who are in the area, and the theft of bags and backpacks from citizens on the street. Recently, one of the male youths was seen with a handgun, and the residents in the area are concerned that the problem is getting out of control. Everyone says it is the same 10-12 male youths and they are complaining to the police and the media about the lack of an effective police response.

Sample Case Study on SARA Problem-Solving

In a 4-block area of St. Augustine, gang members are selling drugs and robbing people. Because of this, businesses are losing customers and business owners are extremely upset. These owners have been very vocal with the police chief and local politicians. Many businesses have had to shut down, residents are afraid and the neighborhood is deteriorating rapidly.
Lesson 24: Creating Action Plans

Action plans consist of a number of actions, steps or changes to be brought about by a group or organization in an effort to fix a problem. They are useful in thinking about how to address the problems analyzed in the previous lesson using the Crime Triangle and SARA problem-solving. They can be very elaborate or very simple, but should include the following:

- Identification of a situation or problem that needs to be changed or fixed
- Outline or description of the strategies or actions to meet the objectives or goals
- A number of action steps or changes to be brought about by that group
- Identification and joining of many stakeholders that might not normally work together
- A list of actions for each goal within the plan
- Timeline and resources needed
- Assignment of tasks among appropriate partners
- Strategy for monitoring and evaluation

Below is an example of a citizen-driven action plan.

Citizens For Justice: Anti-Crime Action Plan

Taken from the Opinion Section of Bahamas B2B.com on December 19, 2013

Citizens For Justice recently held a meeting to establish a plan to curtail the number of murders that have become far too prevalent in The Bahamas. The country is fast becoming one of the most violent nations on earth with a murder rate far exceeding that of countries with much larger populations.

A number of pastors and community leaders came up with what is believed to be an effective action plan to reduce murders and combat crime and antisocial behaviour. One of the key strategies is for churches, community organizations and other stakeholders to unite in addressing the vexing problem of cold blooded murders, injustice and related social ills.

Some of the leaders that participated in the strategic meeting were: Bishop Walter S. Hanchell, Dr. Jay Simms, Apostle Raymond Wells, Dr. Marilyn Simmons-Bowe, Bishop James Darling, Dr. Arsinieo Butler and Denver Pratt. One of the key strategies is to unite all stakeholders including the leaders of churches, community organizations, youth groups and the business community in a concerted effort to reduce the scourge of crime and violence that have plagued us for so long. Persons in attendance were invited to join the efforts of the Coalition Against Discrimination Violence Oppression and Crime (CADVOC), which was organized in May 2013 to unite stakeholders in addressing the vexing problems of crime, injustice and related social ills. CADVOC is recruiting leaders and concerned citizens from throughout The Bahamas to join in this fight to save and restore our nation. A seven point Action Plan has been approved for implementation early in January 2014 and comprises the following:

1. BOOTS-ON-THE-GROUND COMMUNITY WALKABOUTS These will focus on crime hotspots. We will dialogue with the community and listen to their concerns in an effort to address them. Members will

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carry a message of hope.

2. ANTI-VIOLENCE SPEECH AND ART CONTEST All segments of society will be invited to participate but emphasis will be placed on our youth and in particular school children. The business community will be asked to provide prizes for the winners and runners-up.

3. AN EMOTIONAL EMPOWERMENT SEMINAR This will be conducted and organized by participating churches and by a professional in this field. Communities will be educated on how to deal with their emotions, particularly where there is anger or conflict.

4. ADOPT-A-FAMILY Churches nationwide will be called upon to adopt a challenged family residing in their neighbourhood or a dysfunctional family living in our inner-city. Participating churches will focus on meeting the needs of the families they have adopted and will attempt to resolve all conflicts. They will also monitor their progress.

5. SECOND CHANCE ENTREPRENEURS This programme is designed specifically for ex-offenders. It will train and equip them to start their own businesses in our very unforgiving society. This is vital because when a man cannot find a job to feed and care for himself and his family, he may go in survival mode and may return to criminal activity.

6. YOUTH MENTORSHIP This programme for at-risk youth offers hope and direction through training and development. The target age is from 14 to 25 and requires weekly interaction between volunteer mentors and the young persons they seek to impact. Mentors will be vetted and must be of the same sex. They will implement a structured programme focused on character development, leadership training, educational opportunities and spiritual awareness.

7. JOB CREATION AND EMPOWERMENT A pivotal area of crime reduction is the creation of jobs and the financial empowerment of the masses. We will support the efforts of the government and the private sector in their efforts to reduce the high rate of unemployment. Additionally, plans are underway to create a fund that will be made available to assist in the development of small businesses.

Bishop Walter S. Hanchell, Chairman of Citizens For Justice said “Other factors must be addressed to break the back of crime. The effects of illegal immigration and our broken justice system have been devastating. We commend the Department of Immigration for its recent surprise raids on suspected illegals and wish that such raids would continue throughout New Providence particularly in densely populated inner city communities.

With over 100 murders a year and thousands of major crimes before the courts, the wheels of justice are moving too slowly and it appears that many people are taking the law into their own hands. We do not support vigilante justice demand that legislators correct this problem by resuming capital punishment, abolishing the Privy Council and increasing the penalties for all serious crime. The small number of criminals we had thirty years ago has mushroomed into thousands of hardened criminals who now terrorize our once peaceful nation and have threatened our national security.

Unless the government of The Bahamas take the bull by the horns and wage war against criminals, murders and other serious crimes will continue to plague us. The government must find the resources to support crime-fighting initiatives. Until we deal with poverty, unemployment and our failed educational system, crime will continue to be with us. Our political leaders are still in denial while most of our
religious leaders do little to address crime. Bahamians need to be empowered.

There are many approaches to creating an action plan. The following is the template we will use for the purpose of this class. Consider its application to the case study below and discussed in the previous lesson. Then look at the following page to see how action planning might be applied in this instance.

<table>
<thead>
<tr>
<th>Goals</th>
<th>Action/Activities</th>
<th>Resources Needed</th>
<th>Who is Responsible for Action/Activity</th>
<th>Timeframe</th>
<th>Media Plan</th>
<th>Follow-Up (Monitor/Eval)</th>
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Sample Case Study on SARA Problem-Solving

In a 4-block area of Saint Augustine, gang members are selling drugs and robbing people. Because of this, businesses are losing customers and business owners are extremely upset. These owners have been very vocal with the police chief and local politicians. Many businesses have had to shut down, residents are afraid and the neighborhood is deteriorating rapidly.
Sample Action Plan

<table>
<thead>
<tr>
<th>Goals</th>
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</thead>
<tbody>
<tr>
<td>1. Increase police foot patrols in area in order to reduce citizens fear of crime and send message of zero tolerance to gang members.</td>
<td>Determine when activity and crime levels peak each day and build patrols around these times. Make individual and group contact with gang members and communicate a zero tolerance message.</td>
<td>Availability of police officers for increased patrol Suggested solution: re-assign some duties.</td>
<td>Police responsible for that area.</td>
<td>Start: Oct 2014 End will be determined based on evaluations.</td>
<td>Contact news outlets to film officers on patrol and report on story using interviews of police and citizens in the area.</td>
<td>Evaluate if time of day for patrols needs to be modified due to change in activity. Review crime stats in area and monitor fear of crime among business owners and residents. Ensure applicants are completing training.</td>
</tr>
<tr>
<td>2. Business owners provide job training and employment opportunities for specially selected gang members that are approved by police</td>
<td>Business owners agree to each provide job training to a selected gang member that wants an opportunity with the possibility of a job at the end of a successful training program.</td>
<td>Owners who are willing to participant. A training program that could possibly be funded through the city or businesses themselves.</td>
<td>Business owners to provide training and opportunities. Police to conduct background checks.</td>
<td>Start: Oct 2014 End will be determined after evaluation of program.</td>
<td>Once program takes hold, have conventional media do stories. Use YouTube to video tape program.</td>
<td>Monitor to ensure the quality of the training and the success rate of applicants finding jobs.</td>
</tr>
</tbody>
</table>
Module IX: Implementing Action Plans and Next Steps

During this Module, you will be required to use the information taught in the previous lessons, and draw on individual experiences, to create your own group action plans. You will work in small groups with other participants from the same geographical areas to complete these plans.

The groups will identify an issue or problem that is occurring in their area and create an action plan that seeks to solve that issue. After completing the action plan the groups will be asked to present them to the class and facilitator.

The activities in this module will encourage participants to work with their community partners, utilize evidence-based methods, and organize a plan that can be used when they return to their areas of work.

Lesson 25 brings together the materials learned throughout the course and requires groups to write action plans. The groups will be formed around participants’ common community or work areas. Each group will present their plans to the class and the goal is to encourage groups to take these new action plans back to their community to implement.
Lesson 25: Group Work to Create Action Plans

We will use this three-hour lesson as an opportunity to create action plans for an issue or problem in your geographical work area. This is a very important activity because the goal is for you to take these action plans back to your communities and implement them in order to address a pattern of community crime or create a large scale intervention or prevention program. Crime prevention is major priority for the TTPS, and you can work together to implement these plans, and will receive ongoing technical support from class facilitators.

Use resources from the previous lessons to help identify a problem, and incorporate the Crime Triangle and SARA in your analysis. Then, based on the blank action plan chart on the following page, create an action plan. Use poster paper or laptops to support your efforts.

Group work will be presented two times during this almost four-hour lesson, to provide participants ample opportunity to revise their work as they go.
Blank Action Plan Sheet

<table>
<thead>
<tr>
<th>Goals</th>
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Module X: Final Exam and Next Steps

This Module includes the final exam and, an opportunity to make corrections or add to the action plans that were designed during Module IX. You will be given the results of the final exam during a review of the test. The course will end with a class discussion of the next steps and future of crime prevention in the region.

During Lesson 26, you will take the final exam for this course to test your knowledge of the information presented and prepare them for crime prevention efforts in your own communities.

During Lesson 27, you will be given the opportunity to make corrections to the action plans they created during Module IX in order to finalize them for use in the community.

Lesson 28 will discuss the goals moving forward. You will also be asked to complete course evaluation forms so that facilitators can look for any needed areas of improvement.
Lesson 26: Final Exam

During this lesson you will take a final exam to be handed out by the class facilitator. Results of this exam will be reviewed and returned to you for any questions on course content during the final lesson of the class.

The exam is expected to take no more than the normal one hour of class time.

----- PRESENT FINAL EXAM -----
Lesson 27: Finalizing Action Plans

During this lesson you will finalize your group’s action plans based on any feedback received from classmates or the facilitator during Lesson 26 of the course. The goal of this hour is to get the action plans in order for implementation as soon as you return to your field station.

Complete this exercise in the same groups used previously.

<table>
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<th>Goals</th>
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</table>
Congratulations on the completion of the course! You will now review the key concepts studied after the mid-term in Lesson 12. During class, you will have an opportunity to go over the results of the exam, and seek clarification on any doubts you might have regarding course materials.

If time permits, consider the following key concepts from the second half of the course, what they mean to you, and their role in your work on crime prevention moving forward.

- Domestic Violence.
- Cycle of Violence.
- Teen dating.
- Evidence.
- Evidence-based policing.
- Legitimacy.
- Procedural justice.
- Conventional vs. traditional media.
- Crime Triangle.
- Problems and problem-solving using SARA.
- Action planning.

In closing this class, remember that you are now part of a cadre of individuals within the police and beyond who have strong foundational skills in crime prevention tactics. With the results of this course, it is expected that you will reach out to youth and their families, as well as other community groups and government agencies, to bridge gaps and promote social crime prevention. Particular emphasis should be placed on targeting existing structures, such as the nationwide network of police youth clubs and the dialogues that take place therein. The action plans you have designed are meant to cover community improvement projects that apply CPTED, and identify pilot programs that have the potential for success and expansion to other geographical areas based on regular monitoring and evaluation of ongoing results.

You are a part of this program now and have been given the tools to go back to communities and change the lives of the young people that live there. Crime rates, drug use and neighborhood livability can all be improved if community organizations work together and implement the programs discussed in this course.

As one final activity, please take a moment to evaluate the course effectiveness. As part of this, please complete the following evaluation of the course and turn it into the facilitator. The evaluation is meant to provide participants with an opportunity to give feedback and help improve the next iteration of the course. Responses are anonymous.
Final Evaluation

Rate the following statements using a 1 – 5 scale where:

1 = Unacceptable  
2 = Fair  
3 = Average  
4 = Good  
5 = Excellent

<table>
<thead>
<tr>
<th>Course Content</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
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</thead>
<tbody>
<tr>
<td>1. The course objectives and key concepts were clear.</td>
<td>1</td>
<td>2</td>
<td>3</td>
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<td>2. The lessons were well organized.</td>
<td>1</td>
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<td>3. The lectures were interesting and engaging.</td>
<td>1</td>
<td>2</td>
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<td>4</td>
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<td>4. The learning activities helped participants understand the course material.</td>
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<td>5. The support material (handbook, slides, flipchart) was appropriate.</td>
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<td>6. The time was well managed so that sessions were not too long or too short.</td>
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<table>
<thead>
<tr>
<th>Facilitators</th>
<th>1</th>
<th>2</th>
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<tbody>
<tr>
<td>7. The facilitators were knowledgeable about crime prevention.</td>
<td>1</td>
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<tr>
<td>8. They actively involved participants in the learning process by encouraging participation.</td>
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<td>9. They seemed receptive to participants by creating a friendly and fair atmosphere.</td>
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<tr>
<th>Overall Evaluation</th>
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<tr>
<td>10. The team demonstrated professionalism in their body language and attitude.</td>
<td>1</td>
<td>2</td>
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<tr>
<td>11. As a result of the course, I am confident about my efforts in crime prevention.</td>
<td>1</td>
<td>2</td>
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<tr>
<td>12. As a result of this course, I am comfortable developing and leading an action plan to address community problems.</td>
<td>1</td>
<td>2</td>
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<td>5</td>
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</table>
Please elaborate on your previous responses with specific answers to the following questions:

13. What were some of the positive aspects of the course?

14. What were some of the challenges or weaknesses of the course?

15. How can this course be improved for next time?

16. What additional preparation do you need to effectively promote crime prevention?
## Glossary

<table>
<thead>
<tr>
<th>Concept</th>
<th>Definition</th>
<th>Lesson</th>
</tr>
</thead>
<tbody>
<tr>
<td>Crime Analysis</td>
<td>A systematic study of crime and disorder problems, as well as other police-related issues, to assist in criminal apprehension, reduction and prevention activities.</td>
<td>Lesson 1</td>
</tr>
<tr>
<td>Problem-Oriented Policing (POP)</td>
<td>Identification and analysis of crime and disorder problems to develop responses in conjunction with ongoing assessment.</td>
<td>Lesson 1</td>
</tr>
<tr>
<td>Broken Windows Theory</td>
<td>“Zero tolerance” that suggests crime is more likely in areas that appear broken down.</td>
<td>Lesson 1</td>
</tr>
<tr>
<td>Crime Prevention through Environmental Design (CPTED)</td>
<td>Theory that proper design of, and/or a change to, the physical environment of an area can lead to the reduction in the incidence and fear of crime.</td>
<td>Lesson 1</td>
</tr>
<tr>
<td>Compstat (Computer/Comparative Statistics)</td>
<td>Analysis of weekly crime data to track trends and allocate resources.</td>
<td>Lesson 1</td>
</tr>
<tr>
<td>Community Policing</td>
<td>A philosophy that combines police-citizen partnership and problem-solving to tailor solutions to the root causes of crime. It can involve neighborhood clean-ups, working with youth, foot patrols or other activities.</td>
<td>Lesson 1</td>
</tr>
<tr>
<td>Social Crime Prevention</td>
<td>Using a range of social, educational, health, cultural and environmental measures to help reduce the risks of offending and victimization, and reinforce protective factors.</td>
<td>Lesson 2</td>
</tr>
<tr>
<td>Interagency and Community Collaboration</td>
<td>Citizens, community organizations and members of the criminal justice system, as well as other relevant government agencies, working together through a unified and holistic approach.</td>
<td>Lesson 3</td>
</tr>
<tr>
<td>Communication</td>
<td>Sending a message from one person to another in such a way that the listener receives it in the same manner as the speaker wants him/her to understand it.</td>
<td>Lesson 4</td>
</tr>
<tr>
<td>Active Listening</td>
<td>Paying attention to every word and nonverbal clue to understand a complete message through: eye contact and concentration, nonverbal and verbal affirmations, comments or questions, avoiding judgment, responding appropriately.</td>
<td>Lesson 4</td>
</tr>
<tr>
<td>Conflict Resolution</td>
<td>Effective ways of dealing with conflict to help build bridges between communities and law enforcement or other agencies. Steps include: Practice self-awareness, show empathy, communicate effectively, think of strategies for</td>
<td>Lesson 5</td>
</tr>
<tr>
<td>Concept</td>
<td>Definition</td>
<td>Lesson</td>
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<tr>
<td><strong>Concept</strong></td>
<td><strong>Definition</strong></td>
<td><strong>Lesson</strong></td>
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<td>managing anger.</td>
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<td>Assertive Communication</td>
<td>Caring about self and others: talking from the first person without judging or accusing others; asking for what one wants, matching body language with assertive statements, communicating the message clearly, but willing to compromise when warranted.</td>
<td>Lesson 6</td>
</tr>
<tr>
<td>Root Causes of Crime</td>
<td>Social causes of certain risk factors (e.g. limited economic, social, professional and structural controls and opportunities) which can impact relationships between peers, family and community and have an impact on crime and violence.</td>
<td>Lesson 7</td>
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<tr>
<td>and Violence</td>
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<tr>
<td>Risk Factors</td>
<td>Characteristics associated with an increased probability of developing a specific condition, including individual, relationship/family, community, societal risk factors.</td>
<td>Lesson 8</td>
</tr>
<tr>
<td>Protective Factors</td>
<td>Characteristics associated with a decreased probability of developing a particular condition, including individual, relationship/family, community, societal risk factors.</td>
<td>Lesson 8</td>
</tr>
<tr>
<td>Multi-agency Partnerships</td>
<td>Emerging approach to crime prevention in which several agencies or organizations work together in an effort to reduce or prevent crime, particularly targeting the social root causes and risk factors of violence, and strengthening protective causes in communities.</td>
<td>Lesson 9</td>
</tr>
<tr>
<td>Advocacy</td>
<td>A skill to influence public policy, laws, regulations, resource allocation and access to services through various forms of persuasive communication with the goal to affect decision-making processes.</td>
<td>Lesson 9</td>
</tr>
<tr>
<td>Organized Crime</td>
<td>Group with some structure whose goal is to obtain money through illicit efforts that involve violence, corruption or otherwise potentially disruptive efforts on a large scale.</td>
<td>Lesson 10</td>
</tr>
<tr>
<td>Transnational organized Crime</td>
<td>Illicit business by groups working in more than one country, often through corrupt or violent means, that weaken financial systems and undermine governance.</td>
<td>Lesson 10</td>
</tr>
<tr>
<td>Gang</td>
<td>Group with at least five members between ages 11 and 14, who share an identity, recognize themselves as a gang, and maintain a degree of organization and delinquent activity for at least 6 months.</td>
<td>Lesson 10</td>
</tr>
<tr>
<td>Comprehensive Gang Prevention,</td>
<td>A strategic planning process that emphasizes communities assessing their own gang problems and then developing their</td>
<td>Lesson 11</td>
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<tr>
<td>Intervention and</td>
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<tr>
<td>Concept</td>
<td>Definition</td>
<td>Lesson</td>
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<tr>
<td>Suppression Model</td>
<td>own strategies and activities.</td>
<td></td>
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<tr>
<td>Community Mobilization</td>
<td>Involvement of local citizens, including former gang-involved youth, community groups, agencies, and coordination of programs and staff functions within and across agencies.</td>
<td>Lesson 11</td>
</tr>
<tr>
<td>Opportunities Provision</td>
<td>Development of a variety of specific education, training, and employment programs targeting gang-involved youth.</td>
<td>Lesson 11</td>
</tr>
<tr>
<td>Social Intervention</td>
<td>Involving youth-serving agencies, schools, grassroots groups, faith-based organizations, police, and other juvenile/criminal justice organizations in “reaching out” to gang-involved youth and their families, and linking them with the conventional world and needed services.</td>
<td>Lesson 11</td>
</tr>
<tr>
<td>Prevention</td>
<td>Aspect of law enforcement proposed to act as a deterrent to the commission of crime.</td>
<td>Lesson 11</td>
</tr>
<tr>
<td>Intervention</td>
<td>A method that targets individuals on the verge of offending in an effort to stop them.</td>
<td>Lesson 11</td>
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<tr>
<td>Reentry</td>
<td>Focuses on helping offenders reintegrate into society.</td>
<td>Lesson 11</td>
</tr>
<tr>
<td>Suppression</td>
<td>Formal and informal social control procedures, including close supervision and monitoring of gang-involved youth by agencies of the juvenile/criminal justice system and also by community-based agencies, schools, and grassroots groups.</td>
<td>Lesson 11</td>
</tr>
<tr>
<td>Organizational Change and Development</td>
<td>Development and implementation of policies and procedures that result in the most effective use of available and potential resources, within and across agencies, to better address the gang problem.</td>
<td>Lesson 11</td>
</tr>
<tr>
<td>Domestic Violence (DV)</td>
<td>Any incident or pattern of incidents of controlling, coercive or threatening behavior, violence or abuse between those aged 16 or over who are or have been intimate partners or family members regardless of gender or sexuality. This can encompass but it not limited to psychological, physical, sexual, financial, or emotional abuse.</td>
<td>Lesson 13</td>
</tr>
<tr>
<td>Cycle of Violence</td>
<td>Pattern often experienced in abusive relationships in which three phases-- tension building, explosion, honeymoon phase -- repeat over and over and escalate over time.</td>
<td>Lesson 13</td>
</tr>
<tr>
<td>Teen Dating Violence</td>
<td>Intimate relationship or intimate partner violence among adolescents or adolescent relationship abuse that includes physical, psychological or sexual abuse, harassment, or stalking of any person ages 12 to 18 in the context of a past or</td>
<td>Lesson 15</td>
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<tr>
<td>Concept</td>
<td>Definition</td>
<td>Lesson</td>
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<tr>
<td>Evidence</td>
<td>Information about a question that is generated through systematic data collection, research, or program evaluation using accepted scientific methods that are documented and replicable.</td>
<td>Lesson 17</td>
</tr>
<tr>
<td>Evidence-based Policing</td>
<td>Use of research on the outcome of police work and overall crime analysis to guide implementation, operations and agency-wide policies in a variety of areas.</td>
<td>Lesson 17</td>
</tr>
<tr>
<td>Legitimacy</td>
<td>Belief that the police ought to be allowed to exercise their authority to maintain social order, manage conflicts and solve problems in their communities.</td>
<td>Lesson 20</td>
</tr>
<tr>
<td>Procedural Justice</td>
<td>It involves fairness in the process of resolving disputes and allocating resources. This means giving people an opportunity to explain their situation or tell their side of the story to an officer or court administration before a decision is made.</td>
<td>Lesson 20</td>
</tr>
<tr>
<td>Problem</td>
<td>A pattern of incidents resulting in crime, disorder or other disruption in the community.</td>
<td>Lesson 23</td>
</tr>
<tr>
<td>Crime Triangle</td>
<td>A method of situation analysis that is used to help problem solve by looking at crime through key 3 factors that must coincide for it to occur: victim, perpetrator and opportunity. If any one of these factors is removed, the crime cannot happen.</td>
<td>Lesson 23</td>
</tr>
<tr>
<td>SARA Problem-Solving</td>
<td>A tool used to analyze and develop responses to community problems. SARA stands for scanning, analysis, response and assessment.</td>
<td>Lesson 23</td>
</tr>
<tr>
<td>Action Planning</td>
<td>Process which helps to focus ideas and decide what steps to take to achieve particular goals, resulting in a statement of what one wants to achieve over a given period of time.</td>
<td>Lesson 23</td>
</tr>
<tr>
<td>Action Plan</td>
<td>Consist of a number of actions, steps or changes to be brought about by a group or organization in an effort to fix a problem. It should ideally stakeholders in the development, implementation and resolution process.</td>
<td>Lesson 24</td>
</tr>
</tbody>
</table>