RESISTANCE AND PREVENTION PROGRAM (RAPP)

INSTRUCTOR MANUAL
A Curriculum for Police and Specialists in Crime Prevention among Youth
This curriculum 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

Background

In the past fifteen years, parts of the Caribbean have 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 police’s 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. This involves:

- **Enhancing capacity** of youth, police and justice sector officials to work together on crime prevention. It includes promoting attitudinal and behavioral change through classroom and field exercises that strengthen justice sector and police understanding of community needs, as well as citizen willingness to support them in daily operations.

- **Building mutual trust** between these groups to identify and anticipate the common causes of crime. This is done through technical support on outreach and mentoring activities that encourage government-citizen collaboration.

The key is creating community-driven strategies for addressing crimes, while using evidence-based practices that apply lessons learned and ensure sustainability. The ultimate goal is to identify lasting solutions to insecurity through preventive measures that address problems before they occur.

Audience

This course is designed for **police, justice sector and other officials** that work with communities via structured educational, mentoring, and crime prevention programs. It is meant to develop participants’ ability to collaborate with and instill confidence among young people who contribute to, or are at risk of, aggressive and/or criminal behavior. As part of the approach, participants will be asked to develop “action plans” for future implementation in targeted hot spots. The plans will be accompanied by a monitoring and evaluation component that entails

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community stakeholder development and benchmarks for measuring progress over time. Targeted mentorship on implementation will be provided by facilitators on select action plans. This course is constructed around the following knowledge, attitudinal and skill-based objectives.

**Knowledge, Attitudinal, Skill-based Objectives**

### Knowledge

1. Understand the important role police and others play as crime prevention agents.
2. Be aware that preventing young people from participating in crime is a holistic process requiring a coordinated effort from a variety of government agencies, community groups and the family.
3. Recognize that social prevention ultimately helps address the root causes of crime.

### Attitudinal

1. Appreciate that the quality of community life can be improved.
2. Realize that longstanding barriers of mistrust must be replaced with opportunities for partnership, communication and action across agencies and with communities.

### Skill-based

1. Put in practice techniques that help prevent crime, especially among potential youth offenders.
2. Apply leadership, critical thinking, communication and planning tools to guarantee interagency collaboration on outreach and awareness-raising.

**Course Structure**

This course is divided into ten distinct modules that can be taught straight through, or as individually divided-up sessions. Each module is approximately 3 hours in length and separated into 3 one-hour lessons, with the exception of Module I, where Lesson 1 is slightly longer in duration (75 minutes), and Lesson 2 is shorter (45 minutes) and Module 9, where Lesson 25 is the entire module (4 hours). Each lesson contains an overview and objectives, information on what preparation is required and what teaching activities are being used, step-by-step procedures, and facilitator resources. The course materials also include this introduction for facilitators, as well as a Participant Handbook and the potential for PowerPoint slide use.

If taught straight through---two modules a day---the entire course will last a period of five days. If broken-up into individual sections, facilitators have the option of working with participants to apply what they learn in the classroom to their day-to-day work activities before moving on to the next module.
Module I is an introduction to the promotion of lawfulness through social crime prevention, which is a holistic approach that involves not only law enforcement, but also other community and government agencies, as well as families. Module II addresses the importance of building relationships with youth through effective communication and leadership skills. Module III covers the root causes of youth crime and violence, as well as community approaches to violence prevention. Modules IV and V include specific components of crime prevention, such as resistance to gangs and organized crime through mentorship, as well as reducing domestic violence and teen dating abuse. Module VI introduces the role of evidence-based programs and inter-agency collaboration, and Module VII addresses politics, ethics and social media in relation to crime. Modules VIII, IX and X bring the course together with community mapping, action plans, and a final review of the course materials. In addition to the regular contents, Modules IV and IX include a mid-course and final exam, the results of which will be reviewed in the following lesson.

All sessions are supported by participant-centered learning activities (e.g., discussions, role playing, case studies and group work) and current evidence-based program models and interventions. They include supporting video presentations, as well as suggested guest speakers when appropriate and available.

In addition to the module content, both this course manual and the Participant Handbook have a glossary of key concepts, located on page 233 in this manual, as well as page 96 in the Handbook.
Facilitation Guidelines

Before conducting this course, carefully read the entire curriculum and prepare any handouts or additional materials needed for each individual session (as indicated at the beginning of the lessons). Each module contains presentations, facilitator resources and handouts in an accompanying Participant Handbook. Given that each lesson builds on the previous one, it is recommend that the lessons be presented according to the order they are provided in the course agenda; however adaptations can be made as needed. The following is some background information on how to work with adult learners and arrange the course.

Adult Learning

The facilitator may want to consider the following aspects of adult learning when preparing to deliver this face-to-face curriculum. Attending to the different learning styles of participants and engaging them throughout the course will help ensure the success of this initiative. For instance, the facilitator may pause at different points during a lecture to pose a question to the audience, or encourage audience members to share some relevant example(s).

Generally speaking, there are three major styles of learning to think about during every session: visual, auditory, and kinesthetic. Visual learners prefer visual objects such as graphs, charts, pictures and other means of “seeing” the information. Auditory learners prefer to receive information through hearing and speaking. Kinesthetic learners enjoy hands-on approaches and doing activities. While participants may use a combination of learning styles, most people have a clear preference for one over another. For this reason, all class materials should ideally be introduced in more than one learning style.

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2 For more information on the three styles of learning, please consult: http://blc.uc.iupui.edu/AcademicEnrichment/StudySkills/LearningStyles/3LearningStyles.aspx.

Characteristics of Adult Learners

Keep in mind the following characteristics of adult learning:

- **Adults are practical learners who are motivated when the learning is relevant and directly applicable to their lives.** Adult learning needs are often generated by real-life problems and constantly changing events.

- **Adults need a sense of control over their learning.** Goals and objectives should be reviewed at the beginning of a session. While the facilitator must be flexible to accommodate participants’ needs, this should be balanced with maintaining sufficient structure to cover the essential material and keep the session on track.

- **Adults need a learning environment that feels safe.** It is important to establish guidelines that provide for a respectful, nonjudgmental learning environment in which participants’ confidentiality is maintained. Doing so enables them to feel safe enough to make mistakes, share their thoughts and opinions freely, and take the risks needed to learn. In addition, facilitators who give participants positive reinforcement help to build a sense of competence.

- **The experience, knowledge, skills, and interests that adults bring to the class should be acknowledged as a rich resource for learning.** Drawing on participants’ background and accomplishments can be an effective way to help them make connections to material that is new to them.

- **As adult learners, participants need time to integrate and internalize new information.** Adults master new information and skills more readily when it relates to and fits with their perspective and past experiences. It can be very helpful for the facilitator to ask periodically if participants have any questions.

- **When new learning conflicts with their beliefs or values, adults may need opportunities to air their concerns.** Facilitators may find it necessary to describe a new or different idea repeatedly and in a variety of ways as it takes adults time to make the accompanying mental and emotional shifts.

- **Adults learn best when they can ask questions, discuss ideas, participate in activities, and learn from each other.** Adults benefit from activities (especially in small groups) where they can apply, analyze, synthesize, and generalize from what they have been learning. When participants are able to debrief in a large group following a small-group activity, their learning is further enhanced. There are many such opportunities for interaction in the course that you will deliver.
The Role of the Facilitator

A facilitator uses lectures when appropriate but also does the following:

- **Engages** participants in discussions and activities.
- Keeps discussions and activities **focused, interesting, and useful.**
- Draws on participants' **previous experiences.**
- Helps participants to **integrate** what they are learning.

A facilitator maximizes learning by striking a balance between conveying the necessary material and attending to participants' needs and overall group process.

Facilitation is critical when working with adults because it moves the adult learner out of the role of passive listener and into the role of active participant. When a learning experience for adults is well-facilitated, participants make connections between the information and skills they are learning and their work and/or personal lives. They also share information, ideas, and experiences with their fellow learners. Effective facilitators utilize the following skills:

- **Communicating effectively:** This entails talking slowly, making eye contact, and reacting to the audience to ensure that the material is presented clearly to participants and the pace of the course is neither too fast nor too slow.

- **Encouraging discussion and keeping it focused:** This means engaging the audience by asking questions and listening to feedback during the presentation and lesson activity. It is important to keep participants on track when conversation becomes sidetracked away from the main focus of the lesson.

- **Using well-structured learning activities:** This includes clearly explaining the activities to participants to ensure that all materials have been prepared in advance. This will help participants understand the purpose of the learning activity and their individual role. For small group work, it is important to listen to participant suggestions and make sure any questions they have are addressed.

- **Understanding and addressing the group's needs:** This involves providing locally relevant examples. While the course content includes a foundation for learning, it is essential to make the course relevant to local concerns.

- **Managing time:** This comprises keeping presentation, activities, discussions, and breaks within the scheduled time frames. Facilitators must become acquainted with the content before the session and to practice presenting material during a given timeframe.
Dealing with Challenging Situations

Challenges in the classroom are often the result of something the facilitator or the participants (or a combination of the two) are doing. Below are examples of these challenges and some potential solutions.

<table>
<thead>
<tr>
<th>Challenge Resulting from Participants</th>
<th>Strategy to Address It</th>
</tr>
</thead>
</table>
| **Under Participation**: Silence, always agreeing, refusing to take part in activities, and coming late or leaving early. It can result from shyness, fatigue, boredom, or a lack of familiarity with, or resistance to a topic or the classroom itself. | • Encourage participants to talk to and answer each other’s questions.  
• Organize small-group activities.  
• Ask participants what would help them to engage more actively.  
• Have participants work with a partner to think of examples, develop questions, or provide responses to concerns.  
• Ask open-ended questions and allow ample time for response.  
• Provide positive reinforcements when participants do engage. |
| **Over Participation**: Talking too much, interrupting, or straying from the topic at hand. Individuals may over-participate because they are naturally talkative, poor listeners, in need of attention, or overly eager to learn. | • Acknowledge and express appreciation for class contributions.  
• Ask participants to connect their comments to the topic.  
• Summarize points and redirect the discussion.  
• State that you would like to hear from participants who have spoken little or not at all.  
• Say: “we need to move on to another topic now.” |
| **Antagonism or Aggression**: Challenging or arguing with the facilitator, sticking stubbornly to a certain point of view, or trying to take over the session. Participants who challenge a facilitator are not usually being intentionally hostile. They may want attention, resent being in the course or be upset for unrelated reasons. | • Stay calm, listen to what is being said and try to understand the perspective.  
• Accept feedback and differences of opinion respectfully; admit any mistakes you make.  
• Respond with sincerity and try to engage the person in a positive way; emphasize issues on which you agree without getting caught in details.  
• Pay attention to signs from the rest of the group indicating if they are willing or reluctant to move on (you do not need unanimous agreement to proceed).  
• If appropriate, offer to talk with the person privately during a break. |
Another frequent challenge is being asked a question for which the facilitator does not have an answer. In this situation, it is best to be honest, not defensive. Admit to not knowing the answer (remember, it is human not to know everything!). Do not offer an incorrect answer. Come prepared with background material to review for an answer while participants are engaged in another activity. Alternatively, offer to provide an answer later (and make sure to follow up).4

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Planning to Teach this Course

This section will help in planning the logistics for the course and ensure success in the classroom. In the weeks prior to the course, this should include the following:

• **Food:** Simple and light refreshments can go a long way toward creating a positive learning environment (e.g., coffee, tea, juice, water or pastries).

• **Nametags:** Providing nametags for participants and the facilitator(s) helps everyone get to know each other more quickly.

• **Participant handouts:** Having one copy of every handout per participant AND a few additional sets of materials for individuals who may show up without having registered is important. Handouts are consolidated in the Participant Handbook.

• **Facilitator materials:** Creating, reviewing and utilizing the lesson procedures and this introduction will help to prepare. A large whiteboard, poster paper, markers and other materials should also be available in advance.

• **Equipment:** If using the PowerPoint slides and/or videos, the facilitator will need a laptop computer and liquid crystal display projector and a screen or white wall. The equipment should be tested before the course begins to ensure it works.

• **Practice:** Become very familiar with the course and practice the activities before delivering the modules.

• **Set-up:** Check the temperature, lighting, and noise level in the room and make sure the chairs are set up (so that everyone can see, hear, and interact well) and the refreshments are ready. The facilitator should arrange participant nametags and handouts so they can be easily accessed.

• **Starting the course:** Write objectives on the board. Ask participants to introduce themselves. Explain the contribution of each participant is valuable.

• **After the course:** Reflect on what worked and didn't and make notes so as to make any necessary adjustments the next time the course is offered.⁵

⁵ The information in the Planning to Teach this Course section has been adapted with permission from Violence and Injury Prevention Short Course – Facilitator’s Guide, Preventing Intimate Partner and Sexual Violence against Women. Geneva: World Health Organization: http://www.who.int/violence_injury_prevention/capacitybuilding/courses/ipv_facilitator_guide.pdf?ua=1
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 facilitator and participant introductions. After introductions, the class will review crime statistics and learn how these statistics can assist them in their crime prevention and reduction efforts.

In Lesson 2, participants 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, participants will be presented with the theory of social crime prevention. They will discuss how citizens, the community, and the criminal justice system can work together with these theories and strategies to reduce and prevent crime.

The facilitator should feel comfortable referencing the course introduction (above) as a resource in preparing these foundational lessons.

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

Overview: To start off this lesson, and the overall course, the facilitator will lead a brief discussion on the curriculum content, as well as facilitate participants’ personal introductions. In addition, this lesson will review crime statistics for Trinidad and Tobago, and discuss ways that effective analysis of those statistics can help reduce crime. As part of this, participants will learn about different strategies that have been used to address crime throughout contemporary police history.

Objectives
After this lesson, participants will be able to:
1. Understand the key contents and goals of the course.
2. Review current crime statistics for Trinidad and Tobago, and discuss ways that these statistics can help reduce and even prevent crime.
3. Explain historical approaches to reducing crime and current practices being used to prevent it.

Time: 75 minutes

Preparation Required
- The facilitator should become familiar with how to play the video for this lesson, and ensure access to any equipment needed to do so.
- The facilitator should also write a summary of historical strategies from Activity 1.3 on poster board prior to class if Power Point is not available.
- White board and poster paper should be obtained for participant answers.

Methods to be Used: Analysis, case study, discussion, video.
Activity 1.1- Analysis of 2012 - 2013 Crime Statistics

Time: 25 minutes

To begin the lesson, tell the class a bit of information about yourself, your professional background and current focus within crime prevention. Ask participants to go around the room and provide a brief introduction including: their name, area where they work within the police or otherwise, and what their own personal interest is in the course.

Explain the course will cover a number of topics within crime prevention, including international and local best practices specific to the Caribbean, as well as work with the participants to develop hands-on techniques to apply in the field. It should be stressed that this course will be built around student-centered learning, wherein participants are encouraged to take an active role in the construction of knowledge. In addition, it is important to mention that effective crime prevention or social crime prevention requires interagency collaboration and, as such, participants should work closely with colleagues from other government or civil society groups that may be in attendance. A summary of the key course content and 10 modules can be found and shared from page 3 of the Participant Handbook. Mention that the course will include both a mid-term exam (at the end of Module IV) and final exam (at the beginning of Module X).

Once participants are familiar with key course goals and content, explain that this lesson will review national crime statistics for Trinidad and Tobago and discuss the specific crime increases, decreases and how statistics are used. Talk about how the class will then go over the history of crime prevention and different approaches to reduce crime. Participants will be asked to share their views and experiences on this during small groups that highlight crime prevention efforts in Trinidad and Tobago.

Have participants refer to page 6 of the Participant Handbook for 2012 – 2014 crime statistics, as reported to the Trinidad and Tobago Police Service (TTPS), and found on the next page of this curriculum. According to these statistics:

- From 2012 to 2013, reported shooting, sexual offenses, kidnappings, burglaries, robberies, larceny and other serious crime decreased.
- More specifically, in 2013, TTPS reported 407 murders. However, in 2014, 46 murders occurred in the month of January alone. Experts are concerned if this rate continues, 2014 could have one of the highest recorded rates since 2008.
- In 2013 the US State Department rated crime in Trinidad and Tobago as “critical”.
- There was a 26% reduction in serious reported crimes (SRCs) between 2012 and 2013. Further, a 30% reduction in violent crimes was realized in 2013. Unfortunately, during the same period, the murder rate increased, detection
rate was low and the fear of crime persisted.\textsuperscript{6}

\textsuperscript{6} See page 13 of the 2013 – 2015 TTPS Strategic Plan.
2012 – 2014 Crime Statistics for Trinidad and Tobago as Reported by the TTPS

<table>
<thead>
<tr>
<th>Offence</th>
<th>January 1(^{st}) to December 31(^{st}) 2012</th>
<th>January 1(^{st}) to December 31(^{st}) 2013</th>
<th>January 1(^{st}) to August 31(^{st}) 2014</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>
Ask participants what they think of this data. Based on their experience, how might crime statistics like these and others, help them to be effective at their jobs?

Possible answers include:

- They provide comparative information for examining trends over time.
- They serve as a reference for evaluating efforts by the criminal justice system.
- The data holds key leaders responsible for crime in their area.
- The data helps allocate resources to different crime prone areas as needed.
- The information might affect economic development and international funding.
- Such data can determine crime prevention and reduction strategies.

To be effective crime statistics must be: accurate, complete, timely, available, and cover specific areas (e.g. cities, neighborhoods, etc.).

Guiding Questions

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

  Answers may vary but participants should respond that “yes, the data help police target their resources and can assist with determining which community programs to use in an attempt to reach at risk populations.” Beyond that, however, such statistics can help in the development of law enforcement and government policies, perhaps even gun and drug laws that can potentially impact the rise in murder rates.

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

  Yes, because laws and victim advocacy efforts can be tailored around domestic violence assistance.

- 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?

  Participants’ responses may vary. Some might interpret the law as written, by saying that the crimes of rape and sexual offense are only one. However, others will say that no, that rape and incest should be separate because they require very different crime prevention strategies, etc. This second response should be highlighted, discussed and encouraged by the facilitator. S/he might underscore the fact that it is difficult to target even stronger sexual offenses from cases of domestic violence or child abuse if all fall into one legal category.
Additional Questions

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

   Yes, recent crime detection rates (less than 3%) and high failure rate for prosecution (75%) is an issue. This is a separate topic but this question should lead to a short discussion about this issue.

• What do these high crime rates mean for quality of life and police-citizen relations?

   They negatively affect the quality of life for communities, as well as police-citizen relations. The worse police-citizen relations become, the more difficult it is to instill citizen confidence in law enforcement and the government overall, and gain their support for and participation in ongoing crime prevention approaches, thereby further deteriorating quality of life.
Activity 1.2- Case Study and Discussion of Crime Statistics

Time: 25 minutes

Explain that the class is going to review a YouTube video about the manipulation of crime reporting by police in Britain and a short newspaper article about crime statistics in Trinidad and Tobago. Play the following video: youtu.be/xb6_7EF36qM.webloc.

After playing the video, ask the class to read the following articles which can be found on page 8 of their Participant Handbook.

**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.

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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?

Answers to these questions may vary, but the point of the conversation is to discuss why it is important to be transparent about crime statistics, as well as underline the fact that covering them up will only build more distrust with the community. Participants are likely to indicate that sometimes crimes are not classified or filed correctly. They might also say that some crimes are underreported, especially gang activity and domestic violence, due to mistrust between the community and police. This kind of underreporting can often lead to repeat offenders and victimization, as well as an even further reduction in public trust and/or the development of a culture of fear.

Use this as an opportunity to point out why detailed crime statistics are so important – they allow for the beginning of actual crime analysis.

Explain that 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) that 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.

Say that TTPS has the CAPA (Crime and Problem Solving Branch). Ask the class how that unit works within the organization and how crime statistics are used by CAPA. Is the information disseminated throughout the organization?
Explain that a specific function of many CAUs is something called crime mapping. Crime mapping is a sub-discipline of geography that works to answer the question, “What crime is happening where?” It focuses on mapping incidents, identifying hot spots where the most crime occurs and analyzing the spatial relationships of targets and these hot spots. At one time, crime analysis emphasized only the perpetrator and the victim, without accounting for their location. In the last fifteen years, however, it has become more focused on geographic and overall crime patterns.

Crime mapping identifies not only where the actual crime took place, but also looks at where the perpetrator “lives, works, and plays” as well as where the victim “lives, works, and plays.” Crime analysis has identified that the majority of criminals tend to commit crimes within their comfort zones, and crime mapping is what allows police and investigators to see where that comfort zone might be.

Say to participants that crime mapping is an effective crime prevention tool but requires technical training, advanced software and accurate crime reporting.
Activity 1.3- Video and Lecture on Historical Approaches to Reducing Crime

Time: 25 minutes

Have participants watch the following short video: [youtu.be/LMagP52BWG8?t=2#17531F](youtu.be/LMagP52BWG8?t=2#17531F).

Tell them it was played for amusement and exaggeration; however, there was a time when policing was reactive in nature, just like this video. Clearly there are moments when police come face-to-face with violence and are forced to react accordingly, but this course seeks to focus on crime reduction and prevention before it happens.

Tell the class the origins of modern day policing can be traced back to England and the class will start there for a review of the advancement of crime prevention efforts.

Explain that in 1829 Sir Robert Peel, created the Metropolitan Police Act to professionalize and organize the police. Peel stated that “the police are the people, and people are the police.” He also established nine principles of policing, the first of which was: “The basic mission for which the police exist is to prevent crime and disorder.” Peel’s efforts to modernize the police through more effective recruitment, training and crime prevention helped legitimize law enforcement in the eyes of the public.

The United States was slow to follow on this model. Police officers walked a “beat”, or specific neighborhood route, and the quality of crime prevention was dependent on the individual character of the officer, not necessarily of the organization. Many officers were honest and did their best for the neighborhoods they patrolled, but others took bribes and were puppets of local political leaders.

It took a select group of police chiefs in the early to mid-20th century to begin reforming police agencies using the same techniques as Peel. However, while police agencies in the U.S. became more professional, strategies for reducing crime still focused mainly on patrol, arrests, investigations and the courts. Explain that it wasn’t until the late 1970’s, police strategists began researching the limitations of random patrol, rapid response, and follow-up for criminal investigations that had been the foundation of policing for many years.

Ultimately, it takes longer periods of time, even generations, to make significant cultural changes to institutions like the police. Some of these changes have involved the following strategies and best practices, currently being applied by police around the world today.

Prior to class write a summary of each of the following strategies on poster paper or PowerPoint to assist in presenting the strategies. Have participants reference the full definitions on page 96 of the Participant Handbook.
• **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 we have 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.

**Guiding Questions**

• Which of these 5 strategies have you heard of before?
• Are any being employed by TTPS and, if so, at what level?
• Are they helping reduce crime in “hot spots” by ensuring appropriate resources?
• Ask participants if they are familiar with CompStat and if anyone in the class is involved in the CompStat process within TTPS. Is the system used effectively within the organization or could it be better utilized?
• Ask if the Criminal Gang Intelligence Unit (CGIU) or CAPA is involved with CompStat? Do the units share and collaborate?

Conclusion

The standard model of policing for decades involved enforcing the law in a broad and reactive way that relied upon increased numbers of police, unfocused and random patrolling, rapid response and general reactive arrest policies. We have just learned about recent and evolving strategies that seek to work with citizens to prevent crime before it happens.

In addition to these multi-faceted tactics, members of the criminal justice system are now adding more ways to reduce crime that include evidence-based programs and social crime prevention ideas which focus on the root causes of crime. In our next session we will introduce the theory of social crime prevention and how it can assist in the prevention and reduction of crime. In addition, in future lessons we will return to some of the previously mentioned ideas in greater depth.

Key Definitions

• **Problem-oriented policing:** Identification and analysis of crime and disorder problems to develop responses in conjunction with ongoing assessment.

• **Broken windows theory:** “zero tolerance” that suggests crime is more likely in areas that appear broken down.

• **CPTED:** Crime Prevention through Environmental Design (e.g. physical area manipulation to reduce crime).

• **CompStat:** Analysis of weekly crime data to track trends and allocate resources.

• **Community policing:** 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.
Overview: This lesson will introduce the theory of social crime prevention and new ideas about reducing crime.

Time: 45 minutes

Objectives
After this lesson, participants will be able to:
1. Explain the theory of social crime prevention.
2. Discuss the current issues surrounding crime in Trinidad and Tobago, and the prevention and suppression tactics used to address it.

Preparation Required
- Facilitator should familiarize him/herself with how to play the video for this lesson, as well as have access to video equipment.
- White board and poster paper should be made available for facilitator to note participant answers.

Methods to be Used: Video, lecture, discussion.
Activity 2.1- Video on Trinidad and Tobago Crime

Time: 25 minutes

Facilitator should comment that during the previous section participants discussed crime rates and ways in which police agencies have evolved in crime prevention and reduction strategies.

Explain that the class is now going to focus on some new approaches to crime prevention and reduction that support suppression activities which are often looked to as an initial stage in crime prevention.

Tell the class that before moving on to these new strategies the class is going to watch a video about some of the issues facing Trinidad and Tobago, specifically some approaches that might not reduce crime.

Play the following video during the designated time periods listed below: youtu.be/tnpaaVB4XyA.webloc.


Guiding Questions

- Is this an accurate depiction of the situation in Trinidad and Tobago?
- Are the suppression strategies or “strong arm” police tactics working or are there other strategies that could be added to stop youth from entering a life of crime and gangs?
- Should the police and community partners take the place of “Spanish” and try to “elevate the youth”?
- Even if Spanish is a gang leader, are there some things we can learn from his tactics? What are they?

The answers will vary but the purpose of these questions is to begin a discussion about alternatives to just suppression tactics and start a discussion that leads towards social crime prevention that will be defined and discussed in the next activity.
**Activity 2.2- Lecture and Discussion on Social Crime Prevention**

**Time:** 20 minutes

Tell participants that in the last session they reviewed historical approaches to crime prevention and discussed tactics that are being used in Trinidad and Tobago. Explain that the class is now going to discuss a crime prevention model called **social crime prevention.**

Put the following key points about social crime prevention on the board:

- Social crime prevention 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 most effective and least expensive way of preventing crime is to intervene early on to assist those who risk becoming offenders or victims.

However, the causes of criminal activity are complex. We know that a combination of risk factors can bring an individual to commit criminal acts. The course will go over the specific definition and types of risk factors, as well as preventive ones, in future lessons. For now, however, the facilitator should ask what participants think are some of the risk factors that lead a young person to commit a crime. Potential responses might include:

- Relative poverty or economic inequalities
- Inadequate parental skills on the part of adult caregivers
- Substance abuse by the offender or the adult role models in their life
- Poor schooling, limited vocational or other alternatives for learning
- Verbal or physical abuse
- Weak self-esteem
- Unemployment
- Degradation of urban environments and social bonds in an area where a potential offender lives

**Key Definitions**

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.
The key point to mention is that 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.

Explain to participants that any of the following efforts are often incorporated into social crime prevention approaches:

- Getting young people back into school/or to stay in school
- Helping youth to transition from unemployment/school to a working life
- Removing graffiti and garbage, or cleaning up neighborhoods and monuments
- Increasing visibility of community organizations
- Improving housing so that residents will want to stay and be stakeholders in their neighborhood
- Enhancing partnerships between public and private community organizations
- Intervening to reduce family disruptions
- Increasing economic and development opportunities

As first responders, and often times the most visible face of the government, law enforcement are key in the effort to promote and/or recommend some of the above approaches in areas where they are most needed. However, law enforcement cannot do this alone. They do not function in a vacuum and must have the effective support of and communication with other government agencies, as well as civil society groups to whom they can make referrals and obtain information for at risk youth and their families.

**Conclusion**

In this last session we introduced you to the term social crime prevention and some factors that can contribute to young people committing crimes. In this next session we are going to discuss how citizens, the community and the criminal justice system can work together to reduce and prevent crime.
Lesson 3: The Role of Citizens, Community, and Criminal Justice

**Overview:** This lesson will discuss the different partners that must work together if crime and the fear of crime are going to be addressed.

**Time:** 60 minutes

**Objectives**
After this lesson, participants will be able to:

1. Review the different partners in interagency collaboration on crime prevention, and watch a video that illustrates how members of the community can work together.
2. Discuss community programs that demonstrate best practices in the interagency collaboration needed for effective social crime prevention.

**Preparation Required**
- Facilitator should familiarize him/herself with how to play video for this lesson and have access to equipment to play video.
- White board and poster paper for facilitator to note participant answers.

**Methods to be Used:** Discussion, group work.
Activity 3.1- Discussion on Interagency and Community Collaboration

Time: 20 minutes

Remind the class that in previous sessions they discussed the following topics:

- Crime statistics and how to best use them
- The history of crime prevention techniques
- The theory of social crime prevention

Explain that the class will now talk about how 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. Inform participants that in previous decades the trend was to leave crime prevention solely up to law enforcement and prosecutors. However, we have since discovered that the police acting alone cannot effectively reduce crime, especially those crimes involving young people.

Tell participants that the session will start off by defining who makes up the criminal justice system, as well as the potential partners that exist within the community.

Ask participants:

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

  Write answers on a white board or poster paper. They might include police, courts (judges and prosecutors), corrections, prison officers, probation officers, rehabilitation or welfare workers, or staff from the Ministry of National Security.

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

  Answers should include churches or religious leaders, schools, colleges, Ministries of Community Development, Education, Gender, Youth Affairs and Child Development, Health, Housing and Urban Development, Legal Affairs and Ministry of Justice, Attorney General’s Office, non-governmental organizations (NGOs), private industry, business leaders, sports teams, athletes and the media.

- Why should all of these groups work together on crime prevention?

  Because they all are stakeholders in the future of Trinidad and Tobago and are invested in the quality of life for all citizens. Each person or organization may be involved for different reasons. For instance, it is the job of the police officer to prevent crime, or it is in the interest of a business owner to care about economic growth. Whatever the
reason, substantial crime reduction will require these groups to work together, with the police providing the leadership and the core foundation.


Once the class has watched the video ask participants the following questions:

- Who were the different partners in this video?
- Is this message just propaganda or does Trinidad and Tobago need everyone working together to reduce crime?

Answers may vary, and it’s not so important to get a specific answer. Rather, the goal is to generate a discussion around the ways in which law enforcement can collaborate with other agencies, as well as other agencies with police, on crime prevention.
Activity 3.2- Group Work on Interagency and Community Collaboration

Time: 40 minutes

Ask participants if they are familiar with the TTPS 2013-2015 Strategic Plan that was recently released. If any participant is familiar with the plan ask them to briefly describe it. Once the participant is finished remind the class that the strategic plan has four strategic goals:

1. Reduce and detect crime
2. Improve safety on roadways and other public places
3. Improve the level of citizen centered service
4. Strengthen the organization

Explain that for this exercise they are going to focus on Goal #3 and specifically Objective 3.2: “Pursue Positive Engagement of Youth”. Ask participants to refer to page 15 of their Participant Handbook for Objective 3.2 of the TTPS Strategic Plan which is also shown on the following page of this manual. Tell the class that during the next exercise they will work in groups to analyze part of the objective. Break participants into groups of four and ask each group to pick one of the “strategic actions” under Objective 3.2 and prepare notes to present what they discuss to the class.

- Have them work together to create a list of potential partners that can collaborate with the police and larger criminal justice sector to achieve the group’s selected “strategic actions”.

- Next to the name or type of partner, the group should cite what that potential partner works on, and an example of how they could assist in programs or initiatives that support the action. Tell participants that these partners could be from the community, different areas of government and from the criminal justice system.

- The participants should highlight any partners they have worked with in the past, and what kind of program it was that they supported the police on.

After the groups are finished, have one person from each group present the results to the class, sharing the information recorded and their experience working in these groups. While they are speaking, write down the partners and programs named on a white board or poster paper as participants provide examples. Conclude this activity by reviewing the different partners and agencies that were mentioned (use white board or poster paper mentioned above). Try to draw out more specific examples of partnerships, either through participants’ past experience, or
something from your own efforts.

![Strategy Goal 3: Improve the Level of Citizen-Centered Service](image)

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

<table>
<thead>
<tr>
<th>Strategic Actions</th>
<th>Implementation Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.2.1 Increase the number of youth clubs in T&amp;T.</td>
<td>Year I Year II Year III</td>
</tr>
<tr>
<td>3.2.2 Assign a police liaison officer to each police youth club.</td>
<td>X X X</td>
</tr>
<tr>
<td>3.2.3 Foster positive relationships with youth through partnerships with schools and relevant government ministries.</td>
<td>X X X</td>
</tr>
<tr>
<td>3.2.4 Develop and implement public education programs and intervention initiatives targeting the youth.</td>
<td>X X 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 X</td>
</tr>
<tr>
<td>3.2.6 Establish a police youth band.</td>
<td>X</td>
</tr>
<tr>
<td>3.2.7 Establish a police youth choir.</td>
<td>X</td>
</tr>
</tbody>
</table>

**Conclusion**

Conclude this lesson by explaining the class has learned about the different partners in the community and criminal justice system that can work together to positive affect change for the citizens of Trinidad and Tobago. 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. Tell participants that they will cover the risk and protective factors surrounding these issues; however, for now it’s just important to recognize the utility in interagency collaboration through social crime prevention.

Also mention that even though these different partners may all have the same goal of reducing crime, sometimes communicating with each other about how to achieve those goals creates challenges. Let them know that in the next lesson we are going to discuss and practice different ways to effectively communicate with our partners and with the youth and citizens we are aiming to assist.

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**Facilitator Tip**

Encourage participants to be specific, meaning it is not sufficient to say “civil society”, but rather specifically who in civil society (e.g. examples on organizations or key points of contact within the community, such as a vendor in the market, an active citizen, etc.).
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 participants 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 participants 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 participants 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

Overview: This lesson introduces participants to active listening as an effective tool for communication. It includes a general communications exercise that will cover why active listening is important for their job.

Objectives
After this lesson, participants will be able to:
1. Describe what active listening is and how to do it.
2. Realize the importance of active listening skills for building relationships with youth and the community at large.
3. Demonstrate use of active listening skills on the job.

Time: 60 minutes

Preparation Required
• Facilitator should prepare the following materials to be used during this module: PowerPoint presentations or poster paper / whiteboard and markers, relevant participant handouts as found in the Participant Handbook.

Methods to be Used: Lecture, group work.

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Activity 4.1– Lecture on Communication and the Importance of Active Listening

Time: 15 minutes

Start out by asking participants what they think “active listening” means. Write responses on the whiteboard or poster paper, without evaluating or discussion at this point.

Once this is done, mention that:

• 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. Display and describe the following image on a PowerPoint slide, poster paper or whiteboard as an illustrative of this point.

![Illustration of communication process]

- As speakers, we sometimes focus exclusively on the information that we want to relay, but the listener or reader does not always understand the message.

- As listeners, we can hear something without choosing to listen, since hearing is a special sense by which noises and tones are tuned out and others are received.

- Ask participants if they’ve ever felt as if they’ve had that happen before – e.g. communicated a message on the job or in a personal setting that went unheard. How did that make them feel?

- Effective communication helps us better understand a person or situation and enables us to resolve differences and conflicts.

- Communicating effectively involves good verbal and non-verbal communication, including active listening skills!

Key Definitions

Communication 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 or her to understand it.
• Ask participants if they have some examples of ways to give feedback (as shown in the illustration above) that demonstrates active listening through non-verbal communication.

*Answers might include: body language turning toward the speaker, a certain tone of voice, eye contact with the one who is talking, engaged facial expressions, hand gestures, etc.*


**Activity 4.2- Group Work on Communication Breakdown**

**Time:** 15 minutes

Explain that the group will now do an exercise that shows the importance of effective communication and active listening skills.

- Ask participants to move their chairs into rows of five or six people.

- Tell them that they will play a game where each person will have to repeat what the person in front of them has said to them.

- Write down and whisper an amusing phrase. Make it complicated because the goal is that the next participant has difficulties understanding the phrase.

<table>
<thead>
<tr>
<th><strong>Sample Phrases</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>I have a new house down on Bay Street, and my dog saw 5,000 green flamingos on his walk from there to work yesterday.</td>
</tr>
<tr>
<td>My sister is a kangaroo, and a mosquito stole my laptop computer while I was on a trip out of town with her.</td>
</tr>
</tbody>
</table>

- Tell the group that they must repeat the phrase exactly as they hear it from the person before them.

- When the last participant has listened to the phrase, ask him/her to repeat it out loud to the group.

- Now ask the first participant in the row to say the original phrase(s).

**Guiding Questions**

- What happened?
- Why was it so difficult for the message to be accurately communicated?
- Why is it important to listen carefully to citizens and one’s peers?
- What could happen if a police officer does not hear a message correctly? What about individuals from other government ministries that support the police?
- How can inadequate listening work against building trust?

**Debrief Points**

- 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 support the rule of law itself. When repeated over time, poor listening and overall communication can lead citizens to see government as taking care of its own interests before the collective needs or quality of life 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.
Activity 4.3- Lecture on Active Listening

Time: 10 minutes

It is difficult to understand a message when it is not said clearly or when it is said in the context of a confusing situation. Sometimes we do not understand it because we are not accustomed to listening closely. Other times, we do not listen because we do not want or feel unavailable to do so. This can happen because we are angry or worried about something else, or because we are thinking about what to answer instead of trying to understand what the other person is telling us. We may also simply just not be interested.

Active listening means paying attention to every word and nonverbal clue to understand a complete message. This includes five elements:

1. Showing you are paying attention by making eye contact, observing and concentrating on the speaker, not letting your mind wander, not answering your cell phone unless you absolutely have to.

2. Demonstrating that you are listening through nonverbal and verbal affirmations such as gestures (i.e. responsive facial expressions or nodding of the head), sounds or words (i.e. saying “yes” or “I understand”) and by listening without interrupting.

3. Giving feedback through comments or questions, and using clarifying questions to confirm that you have received the intended message. Remember that verbal silence can sometimes be misunderstood by the speaker as a disconfirming or confirming response, depending on the person.

4. Avoiding making judgments of the other person (including not showing emotions such as anger or disgust).

5. Responding appropriately, avoiding aggressive or indifferent gestures.

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.
• Avoiding of any possible 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.

Key Definitions
The key to active listening is paying attention to every word and nonverbal clue that makes up a message through:

• Eye contact and concentration.
• Nonverbal and verbal affirmations.
• Comments or questions.
• Avoiding judgment.
• Responding appropriately.
Activity 4.4- Group Work on Active Listening Skills Practice

**Time:** 20 minutes

Ask participants to work in pairs and tell them that one person will speak and the other must listen.

- Explain that the “listeners”—in order to practice their active listening skills—must think about what the other is saying “between the lines.” This includes demonstrating that they are paying attention to the speaker’s body language.

- Give a short example of what both the speaker and listener should do (see box).

- Ask the “speakers” to describe their most challenging encounter with youth on the job, mentioning the specifics of the surroundings, the people involved, and the location.

- After 3 to 4 minutes, ask the “listeners” to summarize 3 or 4 of the most relevant points expressed by his/her partner. Then ask them to change roles and repeat.

- Ask one or two pair(s) to share their experiences with the rest of the group, analyzing how much the listener accurately captured and understood the speaker’s statements. Also ask them to demonstrate the ways the listener was able to demonstrate that he/she was listening in an active manner.

- Bring the groups together and ask volunteers to share the highlights of their experience.

**Guiding Questions**

- How practical are active listening skills for your job, particularly for listening to youth?
- When will they work or not work in practice?
- How can active listening make you more effective at your job, particularly for working with young people?

Answers should show that participants are actively thinking how they can practically apply these skills in their workplace. Facilitator should close by reviewing the key points of active listening.

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**Sample**

The “speaker” describes being called to a multi-family plot where young people were fighting and have handguns. He describes the street in which he was, what the neighborhood looked like, and who was with him. The “speaker” should include any relevant features, such as sounds, actions and word exchanges, as well as the time of day and year, and where the young people were positioned in relation to him. The “listener” should pay close attention through eye contact, nodding, and affirmative short remarks. The “speaker” says without emotion that he was really excited about how he handled the situation. He shares how he handcuffed one of the youth who had a handgun. The “listener” notices that his tone of voice does not sound like excitement and asks if something went wrong.
Lesson 5: Conflict Resolution in Crime Prevention

Overview: This lesson introduces participants to 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 participants will learn some skills for conflict and anger management and how to use them in their work.

Objectives
After this lesson, participants will be able to:
1. Describe what conflict resolution is and how to use it.
2. Realize the importance of conflict resolution skills for building relationships with youth and the community.
3. Demonstrate conflict resolution skills.

Time: 60 minutes

Preparation Required
• Facilitator should prepare the following materials to be used during this module: poster paper / whiteboard and markers, handouts from Participant Handbook as well as images from the local paper or police reports of youth involved in violent activities.

Methods to be Used: Discussion, role play.

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9 Adapted from:
Activity 5.1- Discussion on Conflict Resolution and Anger Management

Time: 20 minutes

Start out by asking participants what kind of conflicts they may have had to address on their jobs, especially with young people, and how they handled them.

Conflict resolution

Acknowledge that there are many situations that can cause social conflict such as the following:

- **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.

Explain that effective ways of dealing with these conflicts, particularly in response to interpersonal conflicts with youth, is an important skill in crime prevention. In fact, conflict resolution can help build bridges between communities, law enforcement, and other government agencies.

Explain the skills needed to manage conflict begin with:

- Understanding one’s own feelings about conflict.
- Identifying triggers that cause negative emotional responses (e.g., tone of voice or words).
  - Ask participants what they have experienced as triggers to negative emotional responses, especially when dealing with youth, and what they have done to diffuse these triggers.
- Listening carefully to understand what the other person is saying.  

Share with participants the following key points on active listening and conflict resolution:

- Active listening skills provide the critical first stage of conflict resolution. They involve making sure that the individual you are interacting with feels heard, and that you actually understand what he or she is trying to say.

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• Active listening does not communicate anything about what is right or wrong, or suggest next steps.

• Only once all sides in a conflict are understood, conflict resolution tries to identify options that will result in mutual gain. It may not be that all sides will be equally happy with an outcome, but it is crucial that they feel they have been an important and equal part of the discussion and mediation process.

Guiding Questions

• In what kinds circumstances do participants need active listening skills for conflict resolution in their day-to-day work?
• In what circumstances will they not be practical?

Answers will vary, but it’s important to remember that active listening is a useful tool for all police officers and other individuals working on crime prevention and potentially involved in serious conflict situations. However, the reasonable individual will have to make a determination when the threat level to a police officer, a victim, or others involved gets high enough to warrant using physical force by police. When such a determination is made, force may be required (of course within the confines of the rule of law and human rights) and used until the situation is brought back under control, and active listening/mediation can be resumed.

Anger Management

Anger management is one part of conflict resolution that can benefit from active listening skills. Anger and conflict management skills are important to have in order to deal with difficult and tense situations.

Anger is “an emotional state that varies in intensity from mild irritation to intense fury and rage.” Anger can be caused by external and/or internal events. The instinctive, natural way to express anger is to respond aggressively; it inspires powerful, often aggressive, feelings and behavior.\(^{11}\)

Handling anger and conflict effectively depends on people recognizing the conflict situation, the relationship between the parties, and the feelings and skills involved. However, some conflicts cannot be resolved by those involved and a mediator is needed.

The following steps can be used in managing conflict and anger:  

1. Practice self-awareness:
   a. Stop and count to ten before speaking or acting.
   b. Breathe deeply, and slowly repeat a calm word or phrase such as “relax.”
   c. Weigh the situation as objectively as possible and ask: is it really worth getting angry about?
   d. Change your thinking: replace exaggerated, overly dramatic thoughts with more rational ones.
   e. Slow down, don’t say the first thing that comes to mind, but think carefully about what you want to say.

2. Show empathy.
   a. Assess the situation from all sides.

3. Communicate effectively.
   a. Listen actively (as described in greater detail in Lesson 4).
   b. Speak assertively to communicate your point of view (outlined in Lesson 6).

4. Think of strategies for managing the anger.
   a. Consider the different choices available.
   b. Seek help or guidance from a third party, if needed.

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?

Clarify that each conflict is different and can be challenging, and we can learn from each experience.

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12 Further supporting documents on anger management can be obtained at the following websites:
http://www.policepsych.com/nature_of_anger.php and

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Activity 5.2- Role Playing to Address Conflict Resolution

**Time:** 20 minutes

Explain that participants will now do a role play about conflict resolution, seeking to integrate all that they have learned in the class thus far. Ask participants to work in teams of two. Assign each team one of the following two scenarios to work on (Available on page 21 of the Handbook), or consider creating their own based on past experience they may have with youth populations. Ask participants to consider how they would handle their assigned conflict if it happened on the job.

**Sample Scenarios**

- 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?

- 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?

Remind participants of the importance of non-verbal communication and active listening during the role play. Also remind them that people sometimes have to give themselves time to calm down or collect their thoughts before considering how to resolve a conflict so that they don’t make quick decisions based purely on emotion.

**Discussion Points**

- After 10 minutes, ask a few volunteers to present one of their role plays to the rest of the participants.

- Discuss the effectiveness of the strategies dramatized by each pair and whether they are likely to work in real life.
Activity 5.3- Discussion on Conflict Resolution

Time: 20 minutes

Tell participants they will now apply conflict resolution to the local situation. As documented through 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. The facilitator should feel free to incorporate recent news or other reports on this topic, or consider the following one from the Bahamas available on page 22 of the Participant Handbook:

Case Study: Excerpt from the 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

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feeling. When asked what he was feeling, he said, "I don't know."

- Ask participants to work in pairs or small groups to discuss (for 5 min) how using some of the conflict and anger management strategies could have been helpful or not in order to reduce conflict and violence. Ask them:
  
  o Which ones would you apply?
  o In what way do you expect these would help resolve conflict?
  o What could be done to address anger management in young people proactively? What role could police officers play?

Answers will vary but should include active listening as a first step for police officers who arrive on a scene that is not escalated to the point that lives are in immediate danger and they have to use force. Participants should try to view the situation from the perspectives of all involved and communicate alternative solutions assertively. It could also be explored if police officers can be involved in referring or training young people in anger management and conflict resolution so as to establish a relationship with young people at a different level and include youth as “solution” to the problem.

- Have the individual participant groups share the main points of their discussion with the class and write them down on poster paper.

**Conclusion**

In an open session, ask for volunteers to share what they have learned about successful conflict management strategies that can help them in their profession. Pose the following question:

- What might be some limits to using conflict management strategies?

Answers will vary but should include that the reasonable individual will have to make a determination when the threat level to an officer, a victim, or others involved is high enough to warrant physical force by police. When such a determination is made, force may be required (of course within the confines of the rule of law and human rights) and used until the situation is brought back under control, and anger management can be resumed.
Lesson 6: Assertiveness and Leadership Skills on the Job

Overview: This lesson introduces participants to assertiveness and leadership skills. It is meant to help build a foundation for peaceful solutions and being a good role model. It includes an assertiveness self-test and group work on scenarios.

Objectives
After this lesson, participants will be able to:
1. Describe assertiveness and leadership skills.
2. Realize the importance of assertiveness and leadership skills for building relationships with youth and the community.
3. Demonstrate skills for assertiveness.

Time: 60 minutes

Preparation Required
- Facilitator should prepare the following materials to be used during this module: PowerPoints or poster paper / whiteboard and markers, handouts from Participant Handbook.

Methods to be Used: Lecture, discussion, group work, role play.

14 Adapted from:
Activity 6.1 Lecture, Discussion and Self-test on Passive, Aggressive and Assertive Communication

Time: 25 minutes

Having already discussed active listening and conflict resolution, we will now look at how assertive communication can contribute to our leadership skills.

Ask participants what they think assertive communication means.

Explain that 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.

However, there are different ways in which youth and other members of the community may communicate their needs. Post a summary of these 3 styles of communication on a whiteboard, poster paper or PowerPoint:

- **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.

Ask participants to reflect on someone they know that might have a passive communication style. Pose the following questions:

- What are some examples where they are communicating passively?
- How did this style of communication impact this individual’s ability to complete a task or perform a duty?

_Answers may include a person who withdrew from a situation and avoided saying anything which made their input which could have been important for solving a conflict go unheard._
Now ask participants to think about a time when they saw someone they know communicating aggressively.

- What are some examples of this aggressive communication?
- What effects did the aggressive communication style have?
- How were the situations resolved?

*Answers may include a person who domineered in sharing his ideas, did not listen to others and resorted to verbal abuse and physical violence to get his way.*

Have participants give an example of someone with assertive communication skills.

- What are some examples of this assertive communication style?
- How was this style more effective than the others at producing results?

*Answers may include a person who was careful considering others needs as well as her own and made “I” statements. This person was willing to make a compromise which included some of her own ideas and some of the ideas from the other party.*

**Assertiveness Self-test**

Make the following Assertiveness Self-Test available for participants: [http://www.officer.com/article/10249636/assertiveness-self-test](http://www.officer.com/article/10249636/assertiveness-self-test). Ask participants to answer the 10 questions on the self-test and to score their communication style. These questions can be found on page 25 of the Participant Handbook.

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**Assertiveness Self-test**

Adapted from Pamela Kulbarsh, RN, Crisis Intervention Contributor

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.

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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 are 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 that she brought into the station." She believes that your response to her was rude and unprofessional. 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 Assistant
Superintendent 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.
Scoring the Communication Style Test

Share with participants the following assessment results according to the self-test. Remind them that this is simply an exercise; however, some of the results may provide interesting insight into their own perceptions and way of communicating with others.

• According to the self-test, participants who respond mostly “A” are more passive in nature and tend to avoid unpleasant situations and confrontations. These individuals sometimes feel taken advantage of by others, and can be indecisive. While easy to get along with, they are at times uncomfortable expressing their feelings. This can lead to disappointment or even resentment, when not addressed through improved communication.

• Those who respond mostly “B” are often victims in situations. They focus on self-sacrifice in themselves, something which difficult people can be attracted to. This leads to imbalanced relationships. Working through these power struggles to be open and direct can result in a more positive attitude and less suffering in the personal and professional world.

• Individuals who respond mostly “C” tend to be assertive and have strong communication skills. They understand goals, needs and rights, and possess the skills to stand up for them. At the same time, they remain sensitive to the rights of others and have the ability to persuade people to see their point of view without alienating them.

• Finally, those who respond mostly “D” are often more dominant in nature. They are also good at persuading others, but this is often done with aggression, making it difficult for others to develop trust. These individuals may have difficulty maintaining closer relationships with others.

After participants have completed the self-test, ask them what they learned and how that can help them. Review the conclusion and the steps to be assertive, including the following point:

• Make direct, accepting eye contact.
• Speak clearly, directly and loudly enough to be understood.
• Make sure your words and facial expression are congruent.
• Keep your stance relaxed, stand tall with your feet side by side. Put your hands by your side, except to make normal gesturing.
Activity 6.2- Group Work, Role Playing and Discussion on Assertiveness Skills

**Time:** 35 minutes

Divide the class into groups of four. Have each team work on two of the scenarios found on page 29 in the Participant Handbook. Explain that a team of two of the four individuals in each group should take about 10 minutes to prepare and act out one of the scenarios presented on the page, utilizing assertive communication skills. After the first team finishes, the second team of two individuals should act out one of the other scenarios. Having done this, participants should respond to the following questions:

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

  *Answers will vary. They may include the importance of caring about self and others and expressing that in communication by making “I” statements without judging or accusing others.*

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

  *Answers will vary. They may include that assertiveness can help to develop lasting solutions to insecurity through preventive measures that avoid problems before they happen. This might be done through respecting each other’s rights or feelings and being willing to compromise and expressing this in words rather than (violent) actions.*

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

  *Answers may vary. As before, a reasonable individual will have to make a determination when the threat level to a police officer, a victim, or others involved gets high enough to warrant using physical force by police. When such a determination is made, force may be required (of course within the confines of the rule of law and human rights) and used until the situation is brought back under control, and assertive communication can be resumed.*

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### Assertiveness Scenarios

- **Scenario #1:** The youth in your community come up with an illegal solution to a community problem. How do you respond?

- **Scenario #2:** 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?

- **Scenario #3:** 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?
Ask several pairs to act out their scenarios for the class. Have them reflect upon what they would do to respond to these situations assertively. Stress that they should be as honest in their answers as they can.

Participants may comment that 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. However, the reasonable officer or leader will have to make a determination when the threat level to others gets high enough so that use of force may be required (of course within the confines of the rule of law and human rights).

Tell participants that research shows that when citizens feel respected and understood they are more likely to continue to support police even if the interaction results in a negative outcome. Ask them:

- What are some skills we have discussed today with which police and others can show their leadership and which make citizens, including youth, feel respected and trusted?

  * * * 
  * Answers should include active listening, assertiveness and conflict resolution.
  * * *

- What additional leadership skills and qualities would be helpful for interacting successfully with youth and building trust?

  * * * 
  * Further leadership qualities might include integrity, honesty, courage, commitment, confidence, determination and sensitivity. Part of this is “leading by example”, helping others when needed, treating everyone equally, being firm and clear in addressing unethical behavior and taking responsibility for mistakes.16
  * * *

Ask participants to share how they will integrate what they learned in this module into their everyday policing and crime prevention.

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16 For more information on assertiveness skills see: [http://www.businessballs.com/leadership.htm](http://www.businessballs.com/leadership.htm).
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 participants 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 gives participants 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

Overview: This lesson provides an overview of the social root causes of youth violence and crime as a foundation to understanding their deeper origins of risk and protective factors. It includes a group analysis and discussion of news reports related to this topic.

Objectives
After this lesson, participants will be able to:
1. Explain social root causes of youth violence and crime based on reports and previous experience.
2. Appreciate the importance of determining and addressing these underlying causes in order to address juvenile delinquency.
3. Identify and discuss root causes of violence based on reports and experience.

Time: 60 minutes

Preparation Required
• Facilitator should prepare the following materials to be used during this module: poster paper and markers, handouts from Participant Handbook that include stories from the local paper.

Methods to be Used: Lecture, discussion, group work.
Activity 7.1- Lecture and Discussion on the Root Causes of Crime and Violence

**Time:** 30 minutes

Explain that the class will now talk about the underlying causes of violence. Mention that in Lesson 8 participants will look at what factors put youth at risk for violent and criminal activities, as well as what factors can help protect them. Subsequently, in Lesson 9 participants will focus on how the whole community and multiple agencies can work together to reduce and prevent crime.

Pose the following initial questions to get the discussion rolling:

- Think back to the first day when we discussed social crime prevention. How did we define social crime prevention?

  *Answers may vary, but participants should at a minimum mention the importance of interagency collaboration to address the root social causes of crime through a holistic approach.*

- Consider some of the underlying factors we mentioned as contributing to juvenile delinquency within the social crime prevention model. What are examples of these factors we discussed and/or as you may have experienced or seen youth struggle with them in your work?

  *Reference Lesson 3, answers may include the following: relative poverty or economic inequalities, inadequate parental skills, drug addiction and alcoholism, poor or incomplete schooling, verbal and/or physical abuse, low self-esteem, unemployment or limited professional opportunities, degradation of urban environments and social bonds.*

Share with participants that, in order to reduce and prevent juvenile crime and violence, it is crucial that we first understand the underlying circumstances that lead to it. These circumstances are multi-faceted and are rooted in many of the social conditions of our societies. Building on what we learned in Lesson 3, some explanations include a spiral of decline which results in multiple overlapping social problems: 17

- Children living below poverty line
- Unemployed and unemployable young adults
- Single parent households with limited positive youth role models
- Rapid turnover of adult leadership in the home
- Decline of labor market
- Loss of services and transportation

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• Deterioration of buildings and demolition of housing
• Social disorganization, which refers to the inability of a community to realize the common values of its residents and maintain effective social controls
• Lack of informal (e.g., friendship ties) and formal (e.g., organizational participation) networks
• Lack of mutual trust and shared expectations for intervening

The diagram below provides a spatial representation of how the root social 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. Ask participants to reference this diagram on page 31 of the Participant Handbook.

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 friendship networks, unsupervised teenage peer groups, and low organizational participation in formal community events or organizations. This has been show to potentially result in delinquency.

• However, it’s 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 levels of 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.18

Explain this context using examples of social root causes of violence that were revealed during interviews during a needs assessment completed with Caribbean stakeholder in January 2014.19

- **Guyana**: Most stakeholders [including young people interviewed as part of focus group sessions] identified the social conditions, mentioned above and present in “hot spot” neighborhoods, as major risk factors for crime. These conditions are comprised of a lack of supervision in the home, domestic violence, limited structured afterschool activities, poor neighborhood planning and surveillance, as well as no training in employable skills. In fact, some of the individuals interviewed are of the view that violent messages brought in through reggae and other international music, are also contributing to the problem.

- **Trinidad and Tobago**: Consensus appears to exist across most stakeholders that the main risk factors for youth crime are social. They include the absence of after school supervision, a gap in vocational skills, much needed parent training and a quick desire for money in what is perceived, by young people, to be a somewhat hopeless gang infested environment where they may not live into their thirties. All of these risk factors are compounded by an overwhelming sense of impunity that exists due to the low crime detection rate (less than 3%), and the high failure rate for prosecution (75%). In addition, Trinidad and Tobago issued a report on “Engaging Youth at Risk” in 2013 which found “that the propensity to crime resulted from certain conditions, including broken and dysfunctional families, juvenile delinquency, peer rejection, failure or disruptive behavior at school, gang membership and incarceration. This is matched by the availability of drugs, numerous opportunities for young men to gravitate to crime as an easy but dangerous way to earn a living, and a marked change in societal values over the last six decades since the promise of independence.”20

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• **The Bahamas:** Many government and civil society representatives interviewed attributed the major crime issues to a lack of quality education, limited entrepreneurial opportunities and the need for more youth mentors. Interviewees also recognized that collaboration on crime prevention across ministries is lacking, resulting in somewhat “silo” efforts, e.g. programs executed in isolation from one another, and thus decreasing their potential to maximize positive impact.

As a follow-up to these examples, have participants discuss their own experiences in thinking about the root causes of violence here in Trinidad and Tobago. Ask them to give specific examples of where and how these causes are at work in the communities in which they serve. Write the essence of their responses on poster paper or a whiteboard and compare it with the list above. Point out any new additional factors that may not have been mentioned previously.
Activity 7.2- Group Work on Specific Case Studies

Time: 30 minutes

Divide the class into groups of four and give each group one of the articles below to read and to discuss from page 32 in the Participant Handbook. Have them answer the following questions and report back to the class in 12 – 15 minutes.

Guiding Questions

• What root causes are mentioned in the article?
• Where have you seen these issues manifested in your work? What (other) examples of these issues have you seen?
• What other “root causes” of crime are you aware of or suspecting in the communities where you work?

Answers may include but not be limited to the following:

• Growing up in homes with violence, including abuse by parent or guardian or witnessing violence
• Dropping out or being expelled from school
• Single parent homes
• Conflict in the home, school or community
• Unemployment
• Policies and laws
• Mental health problems (e.g. depression, mood disorders, unresolved grief and loss)
• Physical and verbal abuse

“Other” root causes may include issues of trust between the community and police caused by a historical lack of positive police presence in a certain area, potential corruption and/or public fear or inability to come forward to report crimes.

Facilitator Tip
Try to reach consensus on the main root causes of violence in-country or community. Write these down as they will later be addressed when we develop action plans.
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. Chaguanas magistrate, 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 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
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.  

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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.22

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 misbehaviour, 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.\(^\text{23}\)

**Conclusion**

Bring the group together to discuss what the main root causes of youth violence are in the community in which participants work, based on the discussions above and experiences participants have had. Ask a volunteer to write down the root causes on a poster paper or whiteboard as participants name them off.

Ask for some volunteers to share how they will utilize what they learned in this lesson in their everyday policing, and/or what additional information they need in order to address social root causes of violence in their work.

\(^{23}\) Article taken from: [http://www.newsdaily.co.tt/businessday/0,177119.html](http://www.newsdaily.co.tt/businessday/0,177119.html).
Lesson 8: Risk and Protective Factors

Overview: This lesson takes participants beyond the root causes of crime to look at specific risk and protective factors for youth violence at the individual, relationship (family and peer group), community, and societal level. It gives them an opportunity to apply these risk and protective factor approach to the community in which they work.

Objectives
After this lesson, participants will be able to:
1. Explain and list risk and protective factors for juvenile delinquency.
2. Realize the importance of identifying risk and protective factors for youth violence prevention.
3. Apply a risk and protective factors analysis to the community.

Time: 60 minutes

Preparation Required
• Facilitator should prepare the following materials to be used during this module: PowerPoints or poster paper / whiteboard and markers, handouts from Participant Handbook as well as images from the local paper or police reports of youth involved in violent activities.

Methods to be Used: Lecture, discussion, group work.
Activity 8.1 - Lecture and Discussion on Risk and Protective Factors

Time: 30 minutes

After having gone further into the underlying causes of crime and violence in Lesson 7, the class will now use Lesson 8 to look into greater detail on the risk and protective factors of youth violence and crime. Pose the following questions to the class:

- What do you think a risk factor is?
- What about a protective factor? How do these two terms differ?
- What do you think are examples of “risk factors” and “protective factors” of youth violence prevention? Write participant responses on a whiteboard or poster paper.

Lecture on Risk Factors

A risk factor is “a characteristic associated with an increased probability of developing a specific condition. A risk factor does not necessarily cause the associated condition.”24 -- Thus, a risk factor for youth violence would be any characteristic or condition that is associated with an increased chance of youth being violent. Risk factors can include some of the root causes of violence discussed in the previous lesson.

Have participants turn to page 37 in the Participant Handbook to reference the following image on risk factors. Use a set of PowerPoint slides, poster paper or the whiteboard to outline key points in the following risk factors at 4 different levels:25

- Individual
- Relationship (family and/or peer group)
- Community
- Societal

24 See the following website for further information: http://teach-vip.edc.org/mod/glossary/view.php?id=62.
Pause after reviewing each of these levels to ask participants to give a concrete example from their own experience of how that level might manifest itself in a young person’s life. For instance a young person’s feelings of frustration, stress or anger might show through in low performance at school. At the community level, limited exposure to positive role models might develop, based on the kind of leadership that dominates a given community (e.g. for instance a local gang leader that provides a lot of the employment and recreational opportunities in the area).

**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

After concluding the overall lecture and discussion, ask participants the following:

• Do you have any questions on the 4 levels discussed?
• To which of these risk factors can you relate from your own experience?
• To which of these risk factors can you not relate from your experience, and why?

**Lecture on Protective Factors**

Tell participants that now that they have looked at risk factors, we also want to examine the protective factors.

A **protective factor** is “a characteristic statistically associated with a decreased probability of developing a particular condition. A protective factor is not necessarily the cause of the decreased probability.”

Thus, a protective factor for youth violence would be any characteristic or condition that is associated with a decreased chance of youth being violent.

Tell participants that there are protective factors at different levels. Outline them in a set of poster papers, on a whiteboard or a PowerPoint as done previously with the risk factors. For each level, ask probing questions of participants that encourage them to give an example from their own work context (e.g. either as police or in other settings where engaging with youth).

**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:
  o Anger management
  o Moral development
  o Empathy
  o Developing and maintaining healthy relationships
  o Problem-solving
  o Conflict resolution
• Vocational skills

**Protective factors at the relationship (family and peer group) level:**

• Family attachment

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• Family support
• Prevention of child maltreatment and domestic violence
• Perception that violence is not a normal and acceptable form of social relations
• Peer support
• Non-violent friends
• Community support

Protective factors at \textit{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 \textit{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.\footnote{27}

The Violence Prevention Research Centre at the University of Cambridge is currently conducting a systematic review of risk factors for child and adolescent conduct problems and youth crime and violence in low- and middle-income countries.\footnote{28} This will be a resource for you to consult in the near future.

Close the discussion with the following questions:

• How do we differentiate between risk and protective factors?
• To which of the protective factors can you relate from your experience?
• To which of the protective factors can you not relate from your experience, and why?
• Do you have any other questions or comments on this section before moving on?

\footnote{27} For more information on the above, review the following online lesson: \url{http://teach-vip.edc.org/course/view.php?id=20}
\footnote{28} Additional resource to consider: \url{http://www.cdc.gov/violenceprevention/youthviolence/riskprotectivefactors.html}
\footnote{28} See the University of Cambridge’s Violence Prevention Center at: \url{http://www-falcon.csx.cam.ac.uk/site/CRIMVRC/vrcresearch/meLMIC}. 

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**Activity 8.2- Group Work on Risk and Protective Factors**

**Time:** 20 minutes

Divide participants into groups of four people, preferably grouping together individuals who work in the same local community or agency department.

This lesson will build on the exercise in the previous lesson about the main root causes of crime and violence, by talking about risk and protective factors. Ask participants to turn to page 40 of the Participant Handbook. Tell them they will use the handout found there to do the following:

- Identify a small neighborhood within a particular community that is experiencing a high rate of youth violence
- Name the risk factors that may be associated with these high rates of youth violence, categorizing them in terms of individual, family, community, or society
- Create a list of preventive factors that correspond with the risks and may be brought to bear at individual, family, community, and societal level

A sample completed handout that uses gang membership as an example can be found on the following page. After about 10 minutes of group work, have each group select one member to present their results to the class. Conclude with the following question:

- 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?

*Answers will vary. See “Sample Answers for Handout” below. This handout should be compiled with ideas from other groups, so that most frequent risk and protective factors can be determined. The risk factors that are mentioned most frequently should be addressed when developing an action plan for social crime prevention for that community and the most frequently mentioned protective factors should be fostered.*

Close by reviewing the brainstorming on risk factors and protective factors from the beginning of this lesson, examining the similarities between those highlighted there and the ones mentioned during this activity.
Handout for Group Work

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>
</tr>
<tr>
<td>Community level</td>
<td></td>
</tr>
<tr>
<td>Society level</td>
<td></td>
</tr>
</tbody>
</table>
Sample Answers for Handout

**Community:** Trinidad and Tobago

**Issue of youth violence:** Gang-involved youth

<table>
<thead>
<tr>
<th>RISK FACTORS</th>
<th>PROTECTIVE FACTORS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Individual level</strong></td>
<td></td>
</tr>
<tr>
<td>• Early initiation of antisocial behavior</td>
<td>• Social Skills</td>
</tr>
<tr>
<td>• Intention to use drugs</td>
<td>• Belief in moral order</td>
</tr>
<tr>
<td>• Rewards for pro-social involvement</td>
<td></td>
</tr>
<tr>
<td><strong>Relationship level</strong> (family, peer group)</td>
<td></td>
</tr>
<tr>
<td>• Low commitment to school</td>
<td>• Opportunities for pro-social behavior at school</td>
</tr>
<tr>
<td>• Parental attitude favorable toward antisocial behavior</td>
<td>• Opportunities for pro-social behavior in families</td>
</tr>
<tr>
<td>• Antisocial peers</td>
<td>• Interaction with pro-social peers</td>
</tr>
<tr>
<td>• Peer drug use</td>
<td></td>
</tr>
<tr>
<td>• Peer alcohol use</td>
<td></td>
</tr>
<tr>
<td><strong>Community level</strong></td>
<td></td>
</tr>
<tr>
<td>• Residential mobility</td>
<td>• Rewards for pro-social involvement</td>
</tr>
<tr>
<td>• Availability of handguns</td>
<td></td>
</tr>
<tr>
<td><strong>Society level</strong></td>
<td></td>
</tr>
<tr>
<td>• Discrimination</td>
<td>• Opportunities for recreational activities</td>
</tr>
<tr>
<td>• Social exclusion</td>
<td>• Holistic and good quality education</td>
</tr>
</tbody>
</table>

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Lesson 9: Law Enforcement and Multi-Agency Approaches to Prevention

Overview: This lesson gives a short introduction to multi-agency partnerships for social crime prevention. It includes a case study of the police-led Urban Renewal 2.0 initiative in The Bahamas which, among other things, reaches young people via a variety of government agencies vis-à-vis the police. This is followed by an advocacy exercise which gives participants an opportunity to develop and practice an advocacy message for a multi-agency approach.

Objectives
After this lesson, participants will be able to:
1. Describe an example of a police-led multi-agency youth violence prevention effort.
2. Express the need for multi-agency youth violence prevention.
3. Analyze a multi-agency youth violence prevention approach and to advocate for such an approach.

Time: 60 minutes

Preparation Required
• Facilitator should prepare the following materials to be used during this module: poster paper / whiteboard and markers, handouts from Participant Handbook.

Methods to be Used: Lecture, group work.
Activity 9.1- Lecture on the Application of Protective Factors

Time: 10 minutes

Start out the class with a brief reminder that in the previous sections participants reviewed risk and protective factors, as well as the root social causes of crime. Explain that, in this lesson, participants will now apply “protective factors” to a whole community in the form of a multi-agency approach to youth violence prevention. Ask participants what they have heard about whole community or multi-agency approaches to violence prevention.

- What do you think of when this phrase comes to mind?
- Do inter- or multi-agency collaborations work? Why or why not?

Answers may vary, but facilitator should be prepared for some potential negative feedback depending on how much the participants are required to do interagency work, and how effective that has been. This kind of response is normal, and working through these issues will be part of what this lesson and others seek to address.

Explain that multi-agency partnerships are an emerging approach to crime prevention. As the word says, 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 – as we saw in previous lessons – many root causes, it requires holistic solutions and the involvement of multiple agencies.

The development of such multi-agency partnerships can help coordinate components of whole community interventions. This facilitates the implementation of broader violence focused prevention strategies which can address several risk factors at once. These multi-agency partnerships often require governance (which can be based at the police department) and an organizational structure, as well as creative funding arrangements, oversight and ongoing planning in order to achieve success.

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30 Reference the following website for more information: [http://apps.who.int/iris/bitstream/10665/77936/1/9789241500845_eng.pdf?ua=1](http://apps.who.int/iris/bitstream/10665/77936/1/9789241500845_eng.pdf?ua=1).
Facilitator Tip
In this lesson, participants will look at a case study of such a multi-agency, police-led partnership from The Bahamas, analyze it, and learn how to advocate for interagency approaches. They may have mixed feelings about the example being discussed, especially the fact that the program has gone through some starts and stops, due to politics and other issues. However, this exercise is not meant to evaluate the details of the program, but rather the idea behind interagency approaches that are working in the Caribbean.
Activity 9.2- Group Work on Urban Renewal 2.0, The Bahamas Case Study

Time: 25 minutes

Ask participants to watch the following video: http://youtu.be/_.pCrXM01ht4. Once completed, have them divide up into groups of four and read and discuss the “Case Study: Urban Renewal 2.0” from page 41 in the Participant Handbook shown below. Ask participants to respond, as a group, to the following questions, noting their answers on a white board or poster paper.

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?

Case Study: Urban Renewal 2.0

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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32 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
After about 15 minutes, participants should report back. Answers may include:

1. Royal Bahamas Police, Department of Social Service, Ministry of Housing, Health Services, Ministry of Works.

2. After-school activities such as boys and girls clubs, marching bands and computer classes, vocational training and job placement. Urban renewal centers further provide homework assistance and after school services and have coordinated community clean-up programmes and minor house repairs.

3. Police lead this project. Duties and activities of the police under the programme include: directed patrol, community involvement, identifying and prioritizing problems, reporting, organizing activities, communicating in formal and informal sessions, conflict resolution, referrals, visiting homes and businesses, recruiting and supervising volunteers, proactive projects to solve community problems, targeting special groups, targeting disorder, networking with the private sector, getting to know people.

4. Specific risk factors identified include: poor housing conditions, joblessness, illiteracy, homelessness, and antisocial behavior.

5. Specific protective factors identified include: citizen crime watch associations, after-school activities such as boys and girls clubs and homework assistance, recreational and educational classes including sports, marching bands and computer classes, vocational training and job placement, house renovations and reconstruction, referrals to ministry programmes, and mentoring.

6. Removing derelict vehicles, organizing the demolition of abandoned buildings, dismantling street drug peddling groups, and arresting a number of prolific offenders resulted in a significant reduction in crime. Police officers have strengthened their communication skills and succeed at reaching an entire community. Established an 83-member girls clubs that participates in neighborhood events, and conducted a “boot camp” for young people. Police officers served as lead organization on house renovation efforts. Crime and drug trafficking have decreased.

7. Concern about standardization of practices across centers. Need to enhance community policing techniques to target violence reduction as well as other skills. Supporting ministries need an institutional mandate and resources that allow them to respond to the community as quickly as the police.

8. The opinion of the program will vary but probably be viewed favorably by students.
9. Elimination of the programme would send mixed messages to those involved, causing burnout, cynicism, lack of motivation to continue, and adverse impacts on the programme results and accomplishments.

10. Programme cuts could be avoided through the use of evidence-based policing; publishing the results of the positive outcomes are also necessary so that politicians can understand that the Programme works and community members and advocates can rally behind these favorable results.
Activity 9.3- Group Work on Advocacy

**Time:** 25 minutes

Interagency collaboration can be difficult to achieve. Often times, it involves bringing together a variety of government ministries, police and civil society groups that have potentially different objectives, levels of interest and/or resources to allocate toward any given shared effort. This can pose conflict in the process and, as part of that, it is important to advocate for the positive impact interagency collaboration can have on crime prevention efforts. No one government activity or objective can address all crime related concerns alone. Instead, a well-collaborated effort will always be more effective at addressing the complex social and political problems that make up crime and violence prevention.

**Advocacy** refers to a skill to influence public policy, laws, regulations, resource allocation and access to services through various forms of persuasive communication. It is about the empowerment of persons to have a voice in decision-making processes. Advocacy is often targeted to reach the heart and mind of decision-makers in political, social and economic institutions and can result in changes that directly affect people’s lives.\(^{33}\) In order to advocate for a cause, important to know the audience (i.e. what motivates and concerns them) and those who would be best able to influence that audience.

It also 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

**Facilitator Instructions for Group Work**

- Have participants stay in their four-person groups.
- Ask them to identify and describe an audience to whom they want to advocate for a multi-agency approach to youth violence prevention.
- Tell them as part of that they will create their own advocacy message using the format from page 45 in the Participant Handbook as shown below.

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**Key Definitions**

**Advocacy:** 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.

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\(^{33}\) For further information, see the following website: [http://unesdoc.unesco.org/images/0018/001879/187912e.pdf](http://unesdoc.unesco.org/images/0018/001879/187912e.pdf)
After 15 minutes, select 1 or 2 groups to report back on their advocacy message to the class. Ask them to imagine that they are in an elevator with the person they want to advocate to and have just the short time of the elevator ride to convey their advocacy message. Who is their message for and how would they “sell it”? Encourage the class to ask questions or give feedback on the advocacy messages presented. Close by asking what they will do next in order to start advocating for a multi-agency approach in their daily work.

Once Activity 9.3 is complete, and in moving on from this lesson, remind participants that there will be a mid-term exam at the end of the following module.

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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. Participants 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.
Lesson 10: Introduction to Gangs and Organized Crime in the Caribbean

Overview: This lesson will define organized crime, transnational crime and basic elements needed for a gang to be defined. The participants will examine U.S.-based efforts to identify gangs, and consider how they do or don’t apply to the Caribbean context.

Objectives
After this lesson, participants will be able to:
1. Explain the definitions of organized crime, transnational crime and specific criteria to determine if a gang exists.
2. Examine a gang in the United States and then work in groups to identify gangs in their country and region, answering questions about whether gangs exist in the communities where they work.

Time: 60 minutes

Preparation Required
• Facilitator should prepare the following materials to be used during this module: PowerPoint presentations or poster paper / whiteboard and markers, relevant participant handouts as found in the Participant Handbook.

Methods to be Used: Lecture, discussion, group work.
Activity 10.1: Lecture and Discussion on Organized Crime, Transnational Crime and Gangs

Time: 20 minutes

This lesson will discuss the presence of organized crime, transnational crime and gangs in the Caribbean region and specifically Trinidad and Tobago. As part of this, participants will also review an example of a gang in the United States. They will look at how that gang started and the consequences of not implementing strategies that can positively influence young members of a community and compete with gang membership.

Explain that the first thing to be discussed is the presence of organized crime and transnational crime. In a brainstorming session, ask them to list all the qualities they think are characteristics of organized crime. Tell them that all answers are valid, and list them out on poster paper or a whiteboard. Once they have exhausted this activity, say that according to the U.S. Federal Bureau of Investigation (FBI), organized crime is defined as:

- Any group having some manner of a formalized structure and whose primary objective is to obtain money through illegal activities
- Such groups maintain their position through their use of actual or threatened violence, corrupt public officials, extortion, and generally having a significant impact on the people in their locales, regions, or the country as a whole

Mention that sometimes when we think of organized crime we think of the Italian or American Mafia, or some of the activities of various groups in Russia. However, in looking at the previous definition, ask participants if any of the traits match up with ones they mentioned as part of the brainstorming activity. Highlight for them that organized crime involves:

- A group of criminals working together in an organized manner,
- Having designated leaders, and
- Using that group to make money by selling either drugs, applying violence to protect their areas of operation, trafficking or other illegal activity.

Ask participants if they feel that organized crime is entrenched in Trinidad and Tobago? For anyone that feels it is not, have them expand on why they do not think it exists for the rest of the class.

Now have participants consider the concept of transnational organized crime. Again, pose the following questions:

- Considering the definition of organized crime, in your own words, what do you think the difference is between that and transnational organized crime?
- How do we define transnational organized crime and what might be an example?
Answers may vary, but participants are likely to mention the issue of the drug trade and how it affects the Caribbean region. This can be used as a segway into the definition provided by the U.S. National Institute of Justice below.

Point out that the countries of the Caribbean find themselves in between the drug supply of South and Central America and those that want to buy and use narcotics in North America and Europe. When a country or region experiences an issue like this and has organized crime, the region will sometimes find themselves dealing with transnational organized crime. Ask participants to turn to page 47 of the Participant Handbook to reference the following key concepts for transnational organized 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

Remind participants that, in May, 2014, Trinidad and Tobago Special Prosecutor Dana Seetahal was murdered. Explain the following about her murder:

- US Assistant Secretary of State William Brownfield said the assassination of this leading attorney in Trinidad and Tobago was orchestrated by a transnational drug organization, pointing to the presence of high-level organized crime on the island nation.
- "This was a carefully planned operation," said Brownfield, who is responsible for International Narcotics and Law Enforcement Affairs in the US Department of State. "And there is only one kind of entity that does contract murders of this sort of degree of sensitivity and that is organized crime."
- Brownfield also pointed to the link between the increased use of the Caribbean region as a transit point for US-bound drugs and a rise in murders and violence in the region,
including Trinidad and Tobago.\textsuperscript{35}

**Guiding Questions**

- Ask the class if they think the murder of Ms. Seetahal involved organized crime? Probe the discussion by asking why they think her case is still unsolved.
- Are the youth of Trinidad and Tobago involved in this organized and transnational crime? How? Are they the future of it?

\textit{As in other instances, answers will vary. The purpose of this discussion is to get the class talking about these issues and how entrenched organized crime is in the country and that the youth will continue to become involved if changes are not made. Additionally, it should be recognized that these issues are destabilizing for the country and the community.}

Tell participants that no matter how we describe it, organized and transnational crime are complicated issues and, like other areas, prevention and intervention strategies need to involve a holistic interagency collaboration and coordination. Ask participants to quickly name off some examples of efforts being implemented to address organized crime. Complement their answers with some of the following suggestions if they haven’t already been named:

- Regional and enhanced maritime and aerial security
- Enhanced law enforcement training
- Firearms reduction
- Justice system reform
- Crime reduction and programs for at-risk youth

Tell participants that all of these things need to occur in the Caribbean, and they are happening. However, in this course, we are focusing on the last strategy that tries to stop young people from making the decision to enter a life of crime instead of providing positive contributions to their lives, families and communities. Inform participants that they will now transition from looking at transnational crime to a more local focus on youth and gangs that affect citizens every day, in their own communities and neighborhoods.

Activity 10.2 – Case Study and Discussion

Time: 25 minutes

Tell participants they are going to start out the discussion on gangs by looking at an example from the U.S. context – the Crips. This particular gang was started in 1969 by Raymond Lee Washington. At the time, Raymond was a troubled and delinquent 15-year old youth who hung out with other troubled young men and had to deal with the police brutality that was occurring in Los Angeles after a series of major riots. He and his associates did not believe they had any choices for making money or advancing in society in traditional ways. Have participants reference the photo and description of Raymond and the case study shown below in the Participant Handbook on page 48. Ask them to read the case to themselves.

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 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

Tell participants that it is important to understand why the Crips, and later, the Bloods, created these gangs and gained such a foothold in their communities. Emphasize how to stop that from happening in the Caribbean region. Ask participants:

- 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?

Inform participants that before going further, it’s important to agree on what constitutes a gang. Sometimes the definition of a gang can be misunderstood which can lead to
underestimating or overestimating the problem. For purposes of this course, we will use the following definition outlined in the Comprehensive Gang Prevention, Intervention, and Suppression Model supplied by the United States’ Department of Justice and US Office of Juvenile Justice and Delinquency Prevention (OJJDP). Put a summary of the following elements on a whiteboard or poster paper;

- A gang has at least five members, ages 11-24
- Members share an identity, often linked to a name and other symbols
- Members view themselves as a gang and are recognized by others as a gang
- The group has some permanence and a degree of organization (at least 6 months)
- The group is involved in an elevated level of delinquent or criminal activity
- Group has a degree of organization

Ask participants to identify some of the most influential gangs in Trinidad and Tobago and the neighborhoods they control. Do they match the above definition? Write the gangs and neighborhoods on a white board or poster board paper.

Mention that it is important for law enforcement officers to not always assume someone is in a gang because of the way they dress or because they are hanging out with 2-3 other males on a street corner. Gang clothing has found its way into fashion and sometimes people hang out on the corner. If profiling or assumptions are wrong people may feel needlessly targeted and that is why it is so important for neighborhood officers to know their community members and obtain reliable intelligence.

Conclusion

Even though Trinidad and Tobago are dealing with serious gang problems in certain areas of the county, it is important to understand that there are resources and a desire to reduce their existence and influence in country and Caribbean region. One of the ways is by finding strategies to fight them and to compete with a gang leader’s ability to encourage youth to join or participate. Let the class know that we will begin to look at some of those strategies in the next lesson.

Key Definitions

- **Organized crime:** 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.
- **Transnational organized crime:** Illicit business by groups working in more than one country, often through corrupt or violent means that weaken financial systems and undermine governance.
- **Gang:** Has 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.
Lesson 11: Strategies for Gang Reduction

Overview: This lesson will clarify why young people join gangs and teach participants about strategies developed by the US Department of Justice that can help mobilize a community in an effort to reduce gangs in their area.

Objectives
After this lesson, participants will be able to:
1. Explain why young people join gangs.
2. Describe community gang reduction strategies recommended by the US Department of Justice.

Time: 60 minutes

Preparation Required
- Facilitator should prepare poster or whiteboard in advance of class with answers to why young people join gangs and have them ready as described in Activity 11.1 below.

Methods to be Used: Lecture, brainstorming, discussion, group work.

Activity 11.1- Lecture, Brainstorming and Discussion on Why Young People Join Gangs

Time: 20 minutes

Tell participants that during this lesson the class will discuss some reasons why young people join gangs. In addition, participants will go over some strategies a community can use to mobilize resources to address gang problems in the local area.

Share with participants that the criminal justice system has a variety of strategies for combating organized crime and they include:
- Establishing gang units
- Increasing gang intelligence gathering
- Prosecuting criminals through the court system

These are all important strategies but, as we have mentioned before in earlier lessons, this training is about attacking the “root causes” of crime in order to prevent members of the community, especially youth, from participating in crime and joining gangs.

Tell participants that in Lesson 10 of this module they created standard criteria about gangs in order to accurately determine what constitutes a gang. We used the definition and elements
provided in the Comprehensive Gang Prevention, Intervention, and Suppression Model supplied by the United States Department of Justice and the US Office of Juvenile Justice and Delinquency Prevention (OJJDP). Review the following definition with them on gangs:

- A gang has at least five members, ages 11-24
- Members share an identity, often linked to a name and other symbols
- Members view themselves as a gang and are recognized by others as a gang
- The group has some permanence and a degree of organization (at least 6 months)
- The group is involved in an elevated level of delinquent or criminal activity
- Group has a degree of organization

Using a poster paper or whiteboard, do a brainstorming session on the different reasons why young people might join a gang. Have participants list off the answers as they come to them. Remember to call on participants that have not been providing answers in previous lessons. Once the class has exhausted all potential options, make sure the following are included, if not mention them using either a prewritten PowerPoint slide or list on poster paper created in advance of class:

- **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.
Now that the activity is completed, direct the class to page 50 in their Participant Handbook for the complete list. Tell participants that all of these reasons we have just identified are recognized by experts as being why many young people join gangs. Unfortunately, the typical first community response to gangs is often suppression strategies, but these are not enough when gangs are rooted in schools and families. If those areas of a youth’s life are weak, then the gang can more easily win his/her membership. We are now going to discuss some strategies that you as members of the criminal justice community, and community leaders, can implement in the fight against gangs.
**Activity 11.2 Discussion on a U.S.-Based Case Study**

**Time:** 20 minutes

Remind the participants that the class previously discussed how the criminal justice system and the community failed in Los Angeles in the 1970s and 1980s when dealing with the Crips and the Bloods.

Tell the class they are now going to watch a video that will illustrate how the city of Los Angeles is now using a holistic approach that is proving to be effective.

Play the following video:
[youtu.be/mkzT70xcH_c?t=6#1FDEA3](https://youtu.be/mkzT70xcH_c?t=6).  

**Guiding Questions for Discussion after the Video**

- Are any of these things happening in Trinidad and Tobago?
- If these programs can work in a city like Los Angeles could they possibly work in Trinidad and Tobago? Why? Why not?

Remind participants that the U.S. Department of Justice is 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*. The research for this strategy began in the late 1980s and it has been tested in various forms in at least 20 cities.

Explain that this model recommends the following five core strategies and some of these ideas were illustrated in the video about Los Angeles:

- **Community Mobilization:** Involvement of local citizens, including former gang-involved youth, community groups, agencies, and coordination of programs and staff functions within and across agencies.

- **Opportunities Provision:** Development of a variety of specific education, training, and employment programs targeting gang-involved youth.

- **Social Intervention:** 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 families, linking them with needed services.

**Key Point**

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 strategies and activities. The research and detailed information about this model and its effectiveness are easily accessible online at the websites listed on page 64 of the Participant Handbook.
• **Suppression:** 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.

• **Organizational Change and Development:** 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.

It is critical that the strategy of community mobilization include the formation of a task force or steering committee and this group should oversee the assessment of the local gang problem and the development of strategies. The OJJDP found the effectiveness of a committee headed up by local leaders with a vested interest in the area was crucial in the success or failure of the community’s implementation of their strategies. At a minimum this committee should be comprised of:

- Law enforcement assigned to the area
- Juvenile and adult parole and probation
- School teachers and administrators
- Social service agencies
- Faith based organizations
- Employment programs and/or business leaders
- Community residents

Facilitator should take advantage of the moment by pointing out that this kind of collaboration is similar to the interagency cooperation discussed earlier under social crime prevention.

• The community must assess the nature and scope of the gang problem in their area. Different communities have different problems and strategies must be tailored to fit the area. First, it is important for the criminal justice community and the community program leaders to agree on what constitutes a gang, just as was done at the beginning of this lesson. If this does not happen some, officials may underestimate or deny a gang problem while others may overestimate it.

• The community must inventory programs that address risk factors for gang joining, and conditions that allow gangs to flourish (i.e., neighborhood, deterioration, no after-school programs, etc.). Find the gaps!

• An assessment should be done and the following questions should be asked:
  - Who is involved in gang-related activity and what is history of gangs?
  - What crimes are they committing?
  - When are they committing these crimes?
  - Where is gang-related activity occurring (e.g. hot spots, etc.)?
  - Why is it occurring (e.g. individual conflicts, gang feuds, turf battles?)
  - Identify neighborhoods with many risk factors for gang involvement.
  - Identify which schools or areas where gangs are active.
Identify gang members with high ratio of criminal or violent activity.

- Prevention, intervention and suppression programs need to be developed. The task force or committee is again critical in the development stage, and it is important that the group use data collected throughout the process when developing programs.

- Monitoring and evaluation of programs and their implementation is always essential in large projects. It is important to know what programs are working and not working, as well as which are the positive efforts worth replicating.

The model highlights the following areas as being critical for prevention, intervention and suppression:

- Identify young children (7-14 years) who are at risk and use schools, community based organizations, and faith-based groups to intervene with appropriate services before early problem behavior turns into serious delinquency problems or gang involvement.

- Outreach to gang-involved youth and their families.

- Target most dangerous and influential gang members and remove them from the community.

- Assist those reentering the community after confinement.

Close this activity by informing participants that future lessons will discuss how to create some of the strategies mentioned above vis-à-vis an action plan. For now, it is only necessary for them to recognize the parts of the Comprehensive Gang Prevention, Intervention and Suppression Model.36

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36 For further information on the Comprehensive Gang Prevention, Intervention and Suppression Model go to: www.ojp.usdoj.gov/ojjdp.
Activity 11.3- Group Work on Gang Strategies

**Time:** 20 minutes

Tell the class they are going to do a group activity. Divide participants up into the same groups of four they were in for the group activity in Lesson 10. Tell the group to choose one note taker and one group spokesperson. Those selected cannot have been assigned that task in past sessions.

Tell the group they should turn to page 51 of the Participant Handbook and review the OJJDP prevention and intervention strategies that were developed in Miami. Once they have done that, ask them to work together as a group to pick five prevention or intervention strategies that the group thinks might work in their country. The group can use other prevention and intervention strategies that they are familiar with in other areas if they think those would be more effective. Give participants 10 minutes to decide on the strategies and then ask each group to share their five selected strategies with the class.

**Key Definitions**

- **Prevention:** Aspect of law enforcement proposed to act as a deterrent to the commission of crime.
- **Suppression:** The physical involvement of police officers in an incident to subdue it.
- **Intervention:** A method that targets individuals on the verge of offending in an effort to stop them.
- **Reentry:** Focuses on helping offenders reintegrate into society.

**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 outreach 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 Multi-agency Gang Task Force.

**Conclusion**

Inform participants that this lesson has offered a quick look at ways a community can mobilize and try to work together to create prevention and intervention programs that start to reduce gang numbers in a community. Encourage those participants that are currently participating in programs similar to those discussed in this lesson to continue working with their organization and community on those and other programs. Given that this was an overview of some strategies, suggest they refer to the website listed in the Participant Handbook on page 64 for more details about the model discussed in this lesson.

If you haven’t already done so, remind participants that during the next session, they will complete a mid-term exam covering the first four modules of the class.
Lesson 12: Mid-term Exam

**Overview:** This lesson will assess participants’ understanding of and ability to apply key course concepts. It is a tool for measuring not only participants’ knowledge, but also the effectiveness of the course and facilitators thus far. Results of this mid-term exam will be graded and returned to participants as part of a review in Lesson 16.

**Objectives**
After this lesson, participants will be able to:
1. Demonstrate their mastery of crime prevention course content to date.

**Time:** 60 minutes

**Preparation Required**
- Facilitator should print out copies of the exam in advance of class.

**Methods to be Used:** Testing.
Activity 12.1- Mid-term Exam

**Time:** 60 minutes

Have participants complete the mid-term exam found on the following page. Explain that the exam consists of a series of multiple choice, fill-in-the-blank and short answer questions. Inform them that this is meant to serve not only as an assessment of their understanding and ability to apply key course concepts, but also a tool for measuring the effectiveness of the course and facilitators thus far. Tell them that, if there are any unclear questions, they should raise their hand and you’ll come around to help.

Let participants know that the exam should take no more than one hour to finish and that, once they’ve turned in their answers, they should wait outside quietly while the rest of the group completes their work.

Explain that the results of the exam will be handed back during Lesson 16 of the course, as part of a larger review session.

An answer key for the exam can be found on page 113 of this manual.
Mid-Term Exam

Name: ________________________________________________________________

Rank: ___________________________ Unit: ________________________________

Score: _____ out of 60

Multiple Choice

For the following questions, please select the BEST response only. Each answer is worth 3 points.

1. How do crime statistics help police, justice sector and other officials to be more effective at their job?
   a. They provide comparative information for analysis of crime trends over time.
   b. They can help in the allocation of resources to different crime prone areas.
   c. They hold key leaders responsible for crime in their area.
   d. All of the above.

2. Partnership and problem solving are key components in the definition of which of the following strategies?
   a. Problem-Oriented Policing (POP)
   b. CompStat
   c. Community Policing
   d. Broken Windows Theory

3. Stating one’s opinion in a way that eliminates all opportunity for others to express themselves or come to agreement with the communicator is an example of:
   a. Assertiveness
   b. Active listening
   c. Anger management
   d. Aggressiveness
4. How would you characterize a person who is sensitive to her or her own needs, as well as to those of others? S/he can persuade people to understand a particular point of view, but also recognizes the opinions of others and is willing to negotiate sensible compromises.
   a. Aggressive
   b. Passive
   c. Assertive
   d. Manipulative

5. What do you call a group that has some manner of formalized structure and designate leaders and whose primary objective is to obtain money through illegal activities?
   a. Organized crime
   b. Transnational crime
   c. Gang
   d. Risk factor

6. A gang is meeting in a neighborhood that is broken down and disorderly, and where repairs have not been made to buildings. What policing theory is this kind of environment an example of?
   a. Problem-Oriented Policing
   b. Broken Windows
   c. Crime Prevention Through Environmental Design
   d. Social Crime Prevention

7. Pedro feels that being part of a gang allows him to achieve a status that would not otherwise be possible outside of the gang culture. What is this an example of?
   a. Intimidation
   b. Fellowship and brotherhood
   c. Protection
   d. Identify or recognition
Fill in the Blank

For the following statements, choose the BEST response to fill in the blanks. Each answer is worth 3 points.

8. ________________ refers to the analysis of weekly crime data to track trends and allocate resources.
   a. Evidence-based Policing
   b. The Broken Windows Theory
   c. COMPSTAT
   d. A Crime Analysis Unit (CAU)

9. ________________ involves sending a message from one person to another in such a way that the listener receives in the same manner as the speaker wants him/her to understand it.
   a. Active listening
   b. Assertiveness
   c. Communication
   d. Conflict resolution

10. Practicing self-awareness, showing empathy, communicating effectively, and thinking of strategies to manage the situation are examples of ________________
    a. Conflict and anger management
    b. Aggressive behavior
    c. Passive behavior
    d. Social crime prevention

11. A ________________ is a characteristic associated with a decreased probability of developing a particular condition.
    a. Risk factor
    b. Protective factor
    c. Root cause
    d. Multi-agency approach
12. Two key components within social crime prevention and its ability to address the root
causes of complex crimes are _________________ and _________________?
   a. Community mobilization
   b. A unified approach
   c. Interagency collaboration
   d. Suppression

13. _________________ includes afterschool programs and mentoring for youth at risk,
strengthening families, and intensive case management.
   a. Prevention activities
   b. Intervention and reentry activities
   c. Suppression activities
   d. Organizational change and development

Matching

14. Match the examples on the left with the types of risk factors for youth violence on the
right (4 points).

| a. Living in a low- or middle-income country with intense urbanization, economic inequality, and lack of confidence in governance. | i. Individual risk factor |
| b. Living in single-parent family with poor parenting, harsh discipline, and many family disruptions. | ii. Relationship risk factors |
| c. Abusing alcohol and drugs and feeling frustrated and rejected. | iii. Community risk factors |
| d. Living in overcrowded areas with low standards of education and social amenities and widespread availability of drugs and violence. | iv. Societal risk factors |
**Short Answers**

1. Define a gang and give an example from your own work (4 points).

2. In your own words, using 2 – 3 short sentences summarize what social crime prevention means (4 points).

3. Describe how law enforcement can collaborate with other agencies to work together on crime prevention (4 points).

4. Give a brief definition of the following 3 terms: risk factors, protective factors, and the root causes of crime. Explain how they differ from each other (5 points).
### Answer Key

The exam is worth a total of 60 points. Questions #1 – 13 are each valued at 3 points. Questions #14 – 17 are worth 4 points, and question #18 is worth 5.

<table>
<thead>
<tr>
<th>Correct Answer</th>
<th>Reference within Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 d)</td>
<td>Lesson 1</td>
</tr>
<tr>
<td>2 c)</td>
<td>Lesson 1</td>
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<tr>
<td>3 d)</td>
<td>Lesson 1</td>
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<td>4 c)</td>
<td>Lesson 6</td>
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<td>5 a)</td>
<td>Lesson 10</td>
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<td>6 b)</td>
<td>Lesson 1</td>
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<td>7 d)</td>
<td>Lesson 10</td>
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<td>8 c)</td>
<td>Lesson 1</td>
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<tr>
<td>9 c)</td>
<td>Lesson 4</td>
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<td>10 a)</td>
<td>Lesson 5</td>
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<td>11 b)</td>
<td>Lesson 8</td>
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<td>12 b and c)</td>
<td>Lesson 2</td>
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<tr>
<td>13 a)</td>
<td>Lesson 11</td>
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<tr>
<td>14 a. iv) b. ii) c. i) d. iii)</td>
<td>Lesson 8</td>
</tr>
<tr>
<td>15) A gang has at least five members between ages 11 and 24 (one point), who share an identity, recognize themselves as a gang (one points), and maintain a degree of organization and delinquent activity for at least 6 months (one point). Concrete example from work (one point).</td>
<td>Lesson 10</td>
</tr>
<tr>
<td>16) Reinforcement of protective factors through an interagency collaboration (1 point) and a unified approach (1 point) Social, educational, health, cultural and environmental measures to reduce the risks of offending and victimization (2 points if they mention it involves “a variety of measures”).</td>
<td>Lesson 2</td>
</tr>
<tr>
<td>17) Answers may vary but, at a minimum, participants should mention a few of the following points: sharing and analysis of statistics; application of assertive communication skills; social crime prevention through interagency collaboration; addressing root causes of crime through work on risk and protective factors.</td>
<td>Variety</td>
</tr>
<tr>
<td>18) A risk factor is a characteristic associated with the increased probability of developing a specific condition (one point). A protective factor is a characteristic statistically associated with a decrease (one point). The root causes are the social issues behind why crime happens, such as unemployment, conflict in the home, mental health problems, abuse, etc. (one point). Should be able to demonstrate an understanding of how all three terms differ (two points).</td>
<td>Lesson 7 and 8</td>
</tr>
</tbody>
</table>
Module V: Understanding Domestic Violence and Teen Dating Abuse

This module focuses on domestic violence/intimate partner violence issues in Trinidad and Tobago, and 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, participants will examine current policies in their country 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.
Lesson 13: Domestic Violence: Causes and Cycles of Abuse

Overview: During this lesson participants will review their country policies and responses to domestic violence (DV) and intimate partner violence (IPV). They will also learn about the potential factors that contribute to this crime. The class will watch videos that depict DV/IPV issues to understand who the cycle of violence functions and why victims struggle to leave abusive relationships.

Objectives
After this lesson, participants will be able to:
1. Examine the current police, community and court responses to domestic violence and intimate partner violence in their country.
2. Describe the causes of domestic violence / intimate partner violence, and the frequently resulting cycle of violence that can make it difficult for victims to leave and abusive relationship.

Time: 60 minutes

Preparation Required: Computer needed for videos and facilitators should familiarize themselves with how to play video. Facilitator should also prepare PowerPoint slides, whiteboard or poster paper in advance of class with content from Activity 13.3.

Methods to be Used: Video, discussion, audio, lecture.
Activity 13.1 – Discussion and Video On Domestic Violence

**Time** 20 minutes

Explain that during this lesson the class will talk about domestic violence, (DV), also referred to as intimate partner violence (IPV). Tell participants the class will look at the causes and cycles of abuse and why so many victims find it difficult to leave an abusive relationship.

**Guiding Questions**

Ask participants: “Why do you think we would include an entire Module about DV in a youth oriented crime prevention class?”

*Answers will vary but they should include some of the following:*
- Family violence can lead to youth delinquency
- Children who witness violence often grow up to commit the same acts
- The breakdown of the family structure can lead to poor academic performance, gang involvement, and youth delinquency
- Children who lose a mother to a DV related homicide are then faced with a father who is imprisoned and are left with no parents at all

The Caribbean as a region continues to experience record amounts of violence every year, much of this owing to domestic violence. In fact, surveys in 11 countries in the region found that up to a third of women have experienced physical violence and up to 16% of women have been targeted for sexual violence in their lifetime. All of the Caribbean islands have higher rates of sexual violence than the world average, most visibly displayed in Guyana where one in four women has been physically abused in a relationship.

Explain to the class they are now going to watch and hear a real 911 call from a six-year old child named “Lisa” and then read her adult words about the effects of DV/IPV. Play the video of the 911 call and the video can be accessed at: Children of Domestic Vio#1A20B3

After watching the video ask participants to go to page 55 of the Participant Handbook. Have them read the words found there and below in a text box, written by Lisa, the six-year old caller they listened to who is now an adult. Give participants 5 minutes to read the story.

**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 really 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 a 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.
After participants have finished reading ask them the following questions:

- Do you think that Lisa gravitated towards a relationship involving DV/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?

Explain that the class has started a discussion about DV and before going any further it is important to define what we mean when we are talking about this type of crime.

Facilitator Tip

The purpose of this video and story is to begin the discussion about domestic violence and the cycle of violence that continues to happen when children are witnesses and victims.
Activity 13.2 – Lecture and Group Discussion on Current DV Issues in Trinidad & Tobago

Time: 20 minutes

Remind participants that in Trinidad and Tobago, domestic violence, under the Domestic Violence Act, is the physical, sexual, emotional, psychological or financial abuse committed by a person against a spouse, child, any other person who is a member of the household, or a dependent.\(^{37}\)

Tell participants the United Kingdom has defined Domestic Violence as “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.”\(^{38}\)

Say the following are ways that DV/IPV can be committed (facilitator can write these on poster paper prior to class and refer to them during the lesson or use Power Point slide):

- Physical aggression (e.g. use of weapons, hitting, slapping, kicking, pushing, etc.)
- Mental and emotional abuse (e.g. cursing, cheating, threats to keep the children, threats against family members, pet abuse)
- Intimidation
- Sexual abuse
- Economic deprivation/withholding money
- Denying freedom/isolation from friends and family

Tell the class they are now going to talk about what DV/IPV looks like in Trinidad and Tobago and the Caribbean region and provide each of the following examples:

- Domestic Violence murders are second only to gang murders in Trinidad and Tobago states Clifton DeCoteau, Minister of Gender, Youth and Child Development.\(^{39}\) In fact, according to TTPS data, the previous five years have seen an average of 22 murders per year, with a total of 21 in the first 8 months of 2014.

- Notwithstanding these high murder statistics, DeCoteau also says that data needs to be disaggregated to show the

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37 See Trinidad and Tobago Domestic Violence Act for further information.
39 See the Trinidad Guardian / Stabroek News, October, 24, 2013.
true extent to which gender-based violence, or simply the threat of such violence, is a problem. Citing other problems De Coteau said these included:

1. Lack of coordinated efforts and failure to evaluate programs on gender-based violence, which result in a lack of understanding of its true extent, causes, consequences and mechanisms necessary to reduce the incidence.
2. A need for increased public awareness.
3. Entrenched cultural notions and gender stereotyping which lead to inferiority or superiority ideas and practices.

• What is needed, according to De Coteau, is a multi-sectorial approach to prevent, protect and respond appropriately to incidences of gender-based violence. He also calls for increased community and public education and sensitization to improve critical understanding of gender-based violence, including legal rights, implications and access to redress and support services.

• “Within 2012 to 2013 period a court in one magisterial district in North Trinidad handled 17,748 domestic violence cases” stated Senator Raziah Ahmed, Minister of State, Ministry of Gender, Youth and Child Development.40

Explain to the class that in Trinidad and Tobago, there are no mandatory arrests required by police, which gives law enforcement a great deal of discretion when making decisions during DV calls. Lack of mandatory arrests was a major problem in other countries such as, for example, the United States. This has since changed and that discretion or subjective decision making on the part of a responding officer to a DV call has been improved upon.

Explain that in Trinidad and Tobago there are no crime enhancements if DV occurs in front of a minor and many law enforcement agencies in the United States and elsewhere are enhancing these laws.

### Facilitator Tip
The purpose of the following discussion is to try and illicit honest answers about how DV/IPV incidents are handled in Trinidad and Tobago and the follow up within the social services community and courts. If needed the facilitator should tell the class that it is critical to have an honest discussion about where their community is when it comes to this subject because without that they will not have an accurate base to start from, which can impede progress. Also remind participants that they are in a classroom setting and the purpose is to learn, not to caste blame. DV/IPV is a complicated problem that requires frank discussions to come up with the appropriately complex solutions.

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40 Trinidad Express, July 30, 2014.
Guiding Questions

To start the discussion, ask participants the following questions:

- Are DV/IPV incidents in Trinidad and Tobago thought of as a crime that is a “personal matter”, “private family business” or “something that will work itself out?”
- Do police officers treat calls of this kind as seriously as they do other potentially violent crimes?
- If the perpetrator is an important person or considered powerful, is he given special treatment?

If teaching to a mixed audience, call on the police officers in the class and ask them:

- “What typically happens on a domestic violence call when an officer arrives and the victim has been assaulted and there are injuries?”
- “What happens if there are injuries such as scratches, bruising, and evidence of a punch or strike?”

Allow the police officers to answer and follow up where needed with questions such as:

- Is the perpetrator arrested?
- Does the perpetrator go to jail at that time?
- Is the victim given information on how to follow through with charges and provided advocate information?
- Is it taken into consideration what the child has seen if present during the assault?
- Are these cases prosecuted prior to the victim suffering from serious physical injuries or death?

Now ask the participants who work in the courts or at social service organizations the following questions:

- Do the courts follow up with prosecution after the police have investigated?
- Do the magistrates respond with Protection Orders in a timely manner?
- Do advocates communicate with the police or courts and follow up with victims?
- Do advocates assist the victims with transportation, child care or other needs so that the victim is free to go to court or conduct other business related to the investigation?

Again, as in previous discussions, these questions might provoke a variety of responses from participants, some of which may be very emotional. The purpose of this discussion is not to come to a consensus on these questions, but rather get a sense of the different perspectives and types of experience participants may have regarding domestic violence. Some will likely be defensive and say it’s not a problem or priority for government agencies, while others will likely see it as an issue requiring significant attention and a strict approach on the part of law enforcement and others. The role of the facilitator in this session is simply to guide participants, encouraging them to see domestic violence as a major public concern, as well as one of the primary root social causes of criminal behavior affecting young people. This is why criminal justice intervention (e.g. prosecution) and prevention efforts (e.g. education and outreach) are
so crucial.
Activity 13.4 Lecture on Risk Factors and Cycle of Violence

**Time:** 20 minutes

Thank the class for the honest discussion and say it is time to talk about some potential factors that contribute to becoming either a victim or a perpetrator of DV/IPV. Explain the factors that can cause DV/IPV are complicated and many studies have been conducted to identify what types of people are at risk. However, it is important to first understand that a victim or perpetrator can be of any age, ethnicity, income level, education or background.

Recognizing potential risk factors associated with DV/IPV can help frame some of our analysis questions and assist in determining possible prevention and intervention responses or programs.

Explain the following have been found to be contributors of DV/IPV, putting the following points on a poster paper, whiteboard or PowerPoint.⁴¹

**Victim**
- Women aged 16-24
- Low income
- Repeat victims of DV/IPV
- Verbally abusive partner
- Partners are jealous or controlling
- Strong link between injury and actual bodily injury

**Perpetrator**
- Prior criminal convictions
- Heavy alcohol and drug use can lead to increased injury
- History of aggressive juvenile delinquency
- Family adversity
- Low Academic Achievement
- Unemployment
- Parenthood at young age

Emphasize that being a victim of physical or psychological abuse is consistently one of the strongest predictors of perpetration.

Explain the following are possible relationship, community and societal factors that can lead to DV/IPV. Facilitator should list Relationship Factors, Community Factors and Societal Factors on poster board or use Power Point.

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⁴¹ Source: US Department of Justice, Office of Community-Oriented Policing.
**Relationship Factors**
- Marital conflict-fights, tension, and other struggles.
- Marital instability-divorces or separations.
- Dominance and control of the relationship by one partner over the other.
- Economic stress.
- Unhealthy family relationships and interactions.
- One of the partners is trying to leave the relationship.

**Community Factors**
- Poverty and associated factors (e.g., overcrowding)
- Lack of social institutions, relationships, and norms that shape a community’s social interactions
- Weak community sanctions against DV/IPV (e.g., unwillingness of neighbors to intervene in situations where they witness violence)

**Societal Factors**
- Traditional gender norms (e.g., women should stay at home, not enter workforce, and be submissive; men support the family and make the decisions)

Tell the class one of the main goals in dealing with DV/IPV is the prevention of homicides. The United States Department of Justice (USDOJ) created a lethality scale and has published the top five risk factors for homicidal DV/IPV.

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**Facilitator Tip**

It is important to realize the top five risk factors usually do not leave any visible marks at all. The scale below should remind those working with DV/IPV to “Always Keep in Mind: All Domestic Violence Victims Are at Heightened Risk of Homicide”.

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Explain the following risk factors, listing them on a whiteboard, poster paper or PowerPoint slide:

**Top Five Risk Factors for Homicidal DM/IPV**

Note that the number next to each factor below indicates the degree by which risk of homicide increases if this factor is present:

- Has the abuser ever used, or threatened to use, a gun, knife, or other weapon against the victim? (20.2x)
- Has the abuser ever threatened to kill or injure the victim? (14.9x)
- Has the abuser ever tried to strangle (choke) the victim? (9.9x)
- Is abuser violently or constantly jealous? (9.2x)
- Has the abuser ever forced the victim to have sex? (7.6x)
Tell participants they have just reviewed some potential factors that can lead to DV/IPV and now are going to talk about a concept called the **cycle of violence**.

The cycle of violence depicts a pattern often experienced in abusive relationships. The three phases repeat over and over and escalates over time. Refer participants to page 54 of the Participant Handbook or use a PowerPoint slide to introduce cycle of violence graph.

### Cycle of Violence

**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.

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42 Source: Santa Barbara County Domestic Violence Solutions.
Tell the class the cycle of violence is intergenerational. It not only repeats itself in an abusive relationship, it also repeats itself by emerging later in the relationships of people who experienced and witnessed violence in the home as they grew up. As the abuse continues, the honeymoon phase shortens and the explosion or abuse phase comes more quickly.

Say “Many of you in this class may be thinking if this problem is so bad for the victims why don’t they just leave and find another husband or boyfriend?”

Ask the participants for reasons why they think victims stay. Write the answers on a poster paper or whiteboard. The answers may vary but should include at least the following:

- Fear
- Isolation
- Emotional dependence
- No place to go
- Family, church, friends disappointment or judgment
- Have no other choice
- Viewed as a failure
- Financial dependence

It is important to understand these reasons and know they are the reality for many victims. Point out that domestic violence is a very sensitive topic in small countries such as Trinidad and Tobago, given the small geographic area where families and communities are so interconnected. It is difficult for a victim that lives on an island to successfully hide from a perpetrator or start a new life and that is something that needs to be addressed when strategizing efforts around this subject.

**Conclusion**

During this lesson we have talked about what DV/IPV is and the factors that can lead to it. The information learned here is critical for work in reducing DV/IPV in the community. In the next lesson we are going to discuss strategies that can be implemented to help victims and hopefully reduce the violence associated with DV/IPV.
Lesson 14: Strategies for Reducing Domestic Violence

Overview: During this lesson participants will learn about strategies for reducing DV/IPV and review a case study involving a DV related homicide. The class will end the lesson by participating in a role play exercise that involves a DV police call.

Objectives
After this lesson, participants will be able to:
    1. Describe DV reduction strategies used in other areas and identify strategies that might have prevented a DV homicide in Trinidad and Tobago.
    2. Discuss their responses to a DV situation after participating in a role play exercise.

Time: 60 minutes

Preparation Required: Facilitator should decide if using staff and/or students as actors for role play. Then, facilitator should prepare them for the role play as described in the activities below.

Methods to be Used: Discussion, case study, role play.
Activity 14.1 – Discussion of Successful DV/IPV Reduction Strategies

Time: 20 minutes

Say for the next few minutes the class is going to review some strategies for reducing DV/IPV levels of violence and ways to prevent the crime before it occurs. The police, social service providers, courts, religious institutions, the medical community and political leaders all have a part and need to work together to reduce the violence.

Explain that unfortunately we do not have time during this class to discuss in depth DV/IPV strategies; however we are going to review some potential strategies that have worked in different areas.

Tell the class change can be difficult when dealing with this type of crime and sometimes that change must start at the highest levels. Explain in 1994 the United States passed the Violence against Women Act and since then annual rates of DV/IPV have dropped 64% in that country.43

Review the following highlights of the Act with the class and use Power Point or poster paper:

- Increased funds for investigation and prosecution
- Funding of numerous prevention and intervention programs around the country
- Increased rates of prosecution, convictions and sentencing of offenders
- Increased training of law enforcement and courts about DV/IPV
- Establishment of a National Domestic Violence Hotline
- Focused attention on needs of underrepresented communities
- All states have changed laws that treated date/spousal rape as a lesser charge than stranger to stranger
- Increased stalking laws
- Changed laws that allow warrantless arrests in misdemeanor DV cases if probable cause exists

Tell the class The Violence against Women Act created an environment for change and there has been a great deal of focus on creating a team concept or multi-disciplinary approach to reducing DV/IPV.

Say in our previous lesson we discussed the USDOJ scale for identifying DV/IPV victims most at risk for homicide. An effective strategy for using this scale and preventing DV/IPV related homicides is to create teams or strategies that intervene before someone becomes a victim of homicide.

Say we are now going to look at an example of a successful program that utilizes this strategy called the *Maryland Network against Domestic Violence*.

Explain this program is a state domestic violence coalition that brings together victim service providers, police, faith based leaders, social service professionals, and concerned individuals for the common purpose of reducing DV/IPV violence.

The Network reduces DV/IPV violence by:

- Providing education, training, resources, and advocacy to advance victim safety and abuser accountability
- Utilizes the *Lethality Assessment Program – Maryland Model*. This method helps to identify victims of domestic violence who have the highest potential for being seriously injured or killed by their intimate partners and immediately connects them to the domestic violence service provider in their area
- According to the President Obama Administration, this approach has reduced DV/IPV homicide rates by 34% over the past five years in their area

The program just discussed provides an instance of strategies that are proving to be successful in high-risk situations. In addition to these strategies, communities need to create other ways to educate, provide counseling or shelter and assist in changing laws.

One example is The Bible Society that is working on women’s literacy rates in Bolivia, Chile, Ecuador, Panama and Peru. These countries have traditionally more patriarchal cultures with high levels of domestic violence and even higher rates of illiteracy among women in rural areas. Because women who are illiterate suffer higher levels of domestic violence The Bible Society created a program called “Read to Live.” Explain the following highlights of the program:

- Reaches 75,000 people in five Latin American countries every year
- Helps women and men confront the often not talked about subject of DV
- Women are gaining self-esteem through literacy
- Program teaches basic literacy and works on reading comprehension. The series includes information about gender equality, mutual respect, children’s rights, forgiveness, alcoholism, communication, and other issues
- Designed to get people thinking and talking about the things that lead to DV
- Panama's Minister of Social Development Bricelda Gonzales stated the following about Read to Live: “Combining literacy and a domestic violence prevention program was the very best thing that The Bible Society could have done for this country….We hope that it will continue and expand so that these high levels of domestic violence become a thing of the past.”

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44 Source: United Bible Studies article, September 2013.
Explain there are many ways that communities can work together and form strategies to reduce DV/IPV. Use Power Point, a whiteboard or poster paper to explain the following strategies and tell participants they 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.

Explain that in Trinidad and Tobago there are several places that DV victims and their families can be referred to and talk about each of the following:

- **CADV (Coalition Against Domestic Violence)** works to develop and implement programs as a stand-alone agency or in collaboration with public and private organizations to prevent domestic violence. Some of their projects include: witness/victim programs, police projects, forensic and victim intervention, counseling, legal advice, education and advocacy and elder abuse. Their phone number is 624-0402.
- **The Shelter** is a safe haven for women and children who suffer from DV and they provide short-term shelter, personal supplies, clothing and counseling. Their phone number is 628-0861.
- **Domestic Violence Hotline** can provide counseling and referral information and their phone number is 800-SAVE.
- There are drop in centers throughout the country that provide counseling and assistance and their locations can be found on the Republic of Trinidad and Tobago’s website [gov.tt](http://gov.tt) and search domestic violence.
- **Families in Action** provides addiction support, collaborative child development, parenting skills and youth education.

Ask participants if they have worked with any of these organizations and, if so, have the participants elaborate on their experience. Remind participants that they can use these organizations as referrals to DV victims and to remember them when building lists of stakeholders and community collaboration in future projects.
**Activity 14.2 — Case Study on Domestic Violence Homicide**

**Time:** 15 minutes

Tell the participants they are now going to use some of the information they have just learned as well as their own experiences to complete the next activity.

Ask the class to break up into groups of four and instruct the participants to read the case study for Activity 13.1 on page 57 of the Participant Handbook and in the text box below. Tell participants after they have read the case they should work together as a group to find ways that this homicide could have been avoided. Ask the groups to select one note taker and one presenter.

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**Case Study: Domestic Violence Homicide (Bahamas)**

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.  

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Explain that this real case study occurred in the Bahamas and then ask; does this same thing happen in Trinidad and Tobago? Give the groups 10 minutes to complete this activity and then

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45 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.
call on each group to provide their answers as to how they might have worked to prevent this homicide.

Answers should not vary too much and should include at least the following:

- **Citizens should have called police as soon as they heard screams.** With more awareness education programs, neighbors might have known to be more concerned
- **During prior visits, the police should have helped Mrs. Brown get a Protection Order**
- **Police should have looked into Mr. Brown’s mental state, “known mental patient” and connected him to mental health system workers if needed**
- **Mr. Brown should have been arrested if Mrs. Brown had injuries**
- **Pastor should not have final say or tell police how to handle situation. Obviously more intervention was needed that just “marital counseling”**
- **Even though Mrs. Brown refused police assistance in the past, the police should have taken the decision out of her hands**
- **Contacted The Bahamas Crisis Centre or at least refer Mrs. Brown**
Activity 14.3 – Role Play of Domestic Violence Call

**Time:** 25 minutes

This role-play will create a situation in which participants will act out their response to a domestic violence related call. The following is needed for this activity:

- Four actors (either from staff or class). The actors will play the role of a husband, wife, brother of husband and pastor
- Two police officer volunteer participants to play role of responding officers
- Two social service, court or community leader volunteer participants to play role of advocates if called for by police or victim

**Scenario for Role Play**

Initially, set the stage for the role play:

- Tell the class that the two police officers are responding to a DV related call because the 10 year-old son of the couple involved called the police on his mother and father who were fighting again. The child is afraid his father is going to hurt his mother.

- Explain when officers arrive at the residence they approach the door and hear a male yelling inside the house: “I’m going to kill you this time. Now you’ve done it this time.”

- Tell the class as the officers hear this they are approached by two males, one says he is the brother of the husband and tells the police the family will deal with this situation and that the police should leave. The other male says he is the couple’s pastor and they are receiving help from the church to get through “this crisis.” Both men assure the police that the male inside just gets “a little angry when he drinks too much” and “he usually calms down”.

The facilitator should then allow the role play proceed naturally from here, with each individual acting out their part as they see fit.

- If the police responders do the right thing, they will tell the brother and pastor that the police will be investigating this situation. At this point, the brother and pastor will hopefully back off and then the husband, wife and son will begin playing their roles. However, they may also continue to insist and the responders will have to decide what best to do.

- Responding officers to intervene in the way they think is appropriate. If they say they would make contact then tell the officers to pretend to knock on the door or make contact.
• The husband will likely answer and tell the police to go away. The officers will be able to hear the son yelling from inside, and the wife will probably be standing behind the husband not saying anything. The officers will be told by the facilitator that the wife appears to have been crying and she has a swollen right eye and a large bruise on her right cheek.

• Allow the actors to play out the scene. If they try to provide the wife with advocate or shelter information, have the social service/court participants approach the wife after the police officers are done and talk to her about the situation and her options.

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**Facilitator Tip**

After telling the class the above scenario, set up the role players to out act what they would do during this call. Facilitator shouldn’t give the actors too much guidance, but instead wait to see how they respond to the situation. Explain that this is not a tactical exercise and that no physical action should be taken with any of the role players. If the role players decide to walk away from the call and let the two men deal with the situation the facilitator should lead a discussion about what the officers should have done. The following are examples of potential responses by officers once contact is made:

- Make contact with residents
- Check for injuries
- Check on safety of child/interview child
- Separate parties and interview both husband and wife
- Arrest husband if needed
- Provide wife with advocate and shelter information

The officers should incorporate the above listed examples of ways to handle the call as well as other examples they might think of.

After the role-play is complete ask the rest of the class to critique the actions of the role players and advocates if they participated. The class should discuss what the role players did and where they can possibly do more. Ask if this situation is realistic. Pose the following question:

• Do church and family members try to intervene and keep police out of DV situations?

Part of this discussion should focus on the lack of options for the police such as but not limited to, mandatory arrest, timely prosecution, and more programs for the wife and the family.

If neither the actors nor the rest of the class arrive on some version of the response described in the text box above, the facilitator should explain what would be the appropriate intervention in great detail. Within this, it is important to highlight that domestic violence is not just a family situation, but an area where law enforcement and others can and are legally required to intervene on behalf of the victim.
Conclusion

Thank the role players and actors and tell the class that they have discussed many areas of DV/IPV in these last two lessons and hopefully participants will take this information back to their organizations and continue to work on reducing incidents of DV/IPV. Explain that in the next lesson the class will discuss issues relating to teen dating violence.
Lesson 15: Teen Dating Violence: What it Looks Like and How we Prevent it

Overview: This lesson will discuss teen dating violence, and intervention and reduction strategies that the community can use to decrease incidents. The class will discuss examples and work in groups to create their own strategies.

Objectives
After this lesson, participants will be able to:
1. Describe teen dating violence and possible intervention and prevention strategies to deal with the violence.
2. Develop community strategies that target youth dating violence.

Time: 60 minutes

Preparation Required: Poster paper, whiteboard or PowerPoint with key lesson contents listed out in advance of class. Facilitator should become familiar with website video and materials needed to set it up.

Methods to be Used: Lecture, discussion, group work.
Activity 15.1 – Lecture and Discussion on Teen Dating Violence

Time 25 minutes

In this lesson the class will discuss teen dating violence and potential strategies for intervention and prevention of this problem.

Guiding Questions

Ask the class for some examples of what they think Teen Dating Abuse is. Write the examples on poster paper or a whiteboard.

Answers will vary but will likely include examples of sexual violence, possibly cyber space harassment, teasing, or minor physical abuse. If the answers do not cover them, the facilitator should include them in the discussion.

When the class finishes giving examples, explain that teen dating abuse does include the examples just given by the class and is specifically defined by as:

An intimate relationship violence 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.46

Ask the class why they think this subject is important for this training?

Answers will vary but should focus on the fact that this is a course about youth and reducing violence.

After giving answers explain that teens can be heavily influenced by their early relationships. Victims of teen dating violence are more likely to do poorly in school, abuse alcohol or drugs, attempt suicide and carry the patterns of violence into future relationships.

Tell the class that in the last few hours we talked about the effects of DV/IPV and the potential lethality of it. Youth exposed to domestic violence are at increased risk to be both a victim and perpetrator of dating violence. Children who witness DV/IPV in the home have only that example of a romantic relationship and carry that example into their future relationships.

Explain it is important to identify youth who are at risk for this type of violence because this increases the likelihood of early intervention and prevention.

46 Source: National Institute of Justice.
In a National Institute of Justice (NIJ) funded study of 5,647 students in 10 middle and high schools in the US, researchers identified several factors related to an increased risk for dating violence. Explain the factors are:

- 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

Explain the ultimate goal of prevention and intervention is to stop dating violence before it begins. During the preteen and teen years, young people are learning the skills they need to form positive, healthy relationships with others. This is an ideal time to promote healthy relationships and prevent patterns of relationship violence that can last into adulthood.

As a lead in to strategies and without expecting an answer, ask the participants “What can we do to try and prevent this type of violence?”

Tell the class that we are going to look at one study that can point us in the right direction. According to the NIJ, studies investigating the effectiveness of programs to prevent dating violence are beginning to show positive results. Most programs focus on changing knowledge, attitudes and behaviors linked with dating violence while focusing on the skills needed to build healthy relationships.

Explain that in one NIJ-funded study, school-level interventions in 30 New York City public middle schools reduced dating violence by up to 50%.

Tell participants that researchers evaluated dating violence and sexual harassment interventions by randomly assigning classes to receive:

- Classroom level interventions (consequences, state laws and penalties, gender roles, and healthy relationships).
- School level interventions (temporary school-based restraining orders, higher levels of faculty and security presence in “hot spots” and raising awareness school wide).
- A combination of classroom and school level interventions.
- No intervention (i.e., the control group).

They found that students who received the school-level intervention or both the school- and classroom-level interventions experienced reduced levels (50%) of dating violence and sexual harassment.

Key Definitions

**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.
Explain that education and awareness programs about this issue can help alert the community about the levels of incidence. Additionally, youth that are experiencing this violence discover there is help for them and they do not have to allow the violence or harassment to continue.

Explain there are many different stakeholders in the community that can help with ways to reduce Teen Dating Violence.

Explain that a large campaign called “Love is Not Abuse” has a website, training and a Facebook page dedicated to this cause. It is important when dealing with youth to use social media to reach them because the youth today communicate on Twitter, Facebook, and other social media sites.

Say that we are now going to look at one example of an awareness campaign that tries to reach youth via the internet. This is called the *Power and Control Wheel*.

Explain the website invites teens or anyone in a position to lead a discussion with teens such as teachers, service providers, mentors, or police to use the Power and Control Wheel. The wheel can be used to start conversations one on one or in a group. Using a PowerPoint slide created in advance of class, click on the Power & Control Wheel below and demonstrate for the class how it works.47

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47 See the website [www.LoveisRespect.org](http://www.LoveisRespect.org) for more information on the Power and Control Wheel.
**Activity 15.2- Group Work on Strategies to Reduce Teen Dating Violence in the Community**

**Time:** 35 minutes

In the last few minutes they have heard about various strategies that different groups are using to reduce Teen Dating Violence and now it is their turn to create some of their own.

Break the class into groups of four and instruct them to work as a group to develop teen dating violence reduction strategies for their community to use. Explain that they have been given a grant of $100,000 Trinidad Dollars for one year and if they show progress their community will be given an additional $100,000 the following year.

Advise the groups that their 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 their 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?)

Give each group fifteen minutes to develop their three strategies. After the groups are finished have a spokesperson from each group present to the class the group’s strategies.

**Conclusion**

Thank the participants for their group work and say this ends the discussion on DV/IPV Violence and Teen Violence. Remind them to take what they have learned about this type of violence back to their communities. Explain that in the next module the class is going to review the Mid-Term Exam and discuss Evidence Based Programs and Inter Agency Collaboration.
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. Participants get an opportunity to examine some selected programs in more detail and extract effective strategies.
Lesson 16: Review of Mid-term Exam Results

Overview: This lesson will give participants a review of key course concepts to date. The facilitator will take this as an opportunity to hand back the mid-term exams completed during Lesson 12, and go over any questions participants might have before moving on with the course material.

Objectives
After this lesson, participants will be able to:
   1. Recognize and articulate key class concepts from the first section of the course (everything prior to the mid-term).

Time: 60 minutes

Preparation Required: Poster paper, whiteboard or PowerPoint with key lesson contents listed out in advance of class. Facilitator should be sure to include materials which caused participants the most problems on the mid-term exam.

Methods to be Used: Review.
Activity 16.1- Review of Key Concepts

Time: 60 minutes

Explain that participants will now review the key concepts studied prior to the mid-term in Lesson 12. Hand back the mid-term exams and allow them a few minutes to look over their answers. Using the answer key provided in Lesson 12 and below, review the correct response for each individual question. Do so by going through the questions one-by-one, and asking for volunteers to share their answers with the rest of the class. For multiple choice questions, have each volunteer explain why they chose what they did, based on their understanding of course material.

If time permits, the facilitator should develop key concept notes on poster paper or PowerPoint that cover the following main definitions:

- 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

For each of the terms listed above, have the participants explain the idea in their own words, before revealing the answer on the poster paper or PowerPoint. Once they have finished defining the concept, summarize participants’ response and fill-in any details as needed.

Close the session by asking if there are any questions or concerns before moving onto the next lessons on evidence-based programming. Let participants know that they will continue to use the key concepts learned thus far throughout the rest of the course, especially when they get to the point of developing an action plan to address community challenges.
Remind participants 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 during the last lesson, prior to finishing the class.

**Mid-term Answer Key**

<table>
<thead>
<tr>
<th>Correct Answer</th>
<th>Reference within Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 d)</td>
<td>Lesson 1</td>
</tr>
<tr>
<td>2 c)</td>
<td>Lesson 1</td>
</tr>
<tr>
<td>3 d)</td>
<td>Lesson 6</td>
</tr>
<tr>
<td>4 c)</td>
<td>Lesson 6</td>
</tr>
<tr>
<td>5 a)</td>
<td>Lesson 6</td>
</tr>
<tr>
<td>6 b)</td>
<td>Lesson 1</td>
</tr>
<tr>
<td>7 b)</td>
<td>Lesson 10</td>
</tr>
<tr>
<td>8 c)</td>
<td>Lesson 1</td>
</tr>
<tr>
<td>9 c)</td>
<td>Lesson 4</td>
</tr>
<tr>
<td>10 a)</td>
<td>Lesson 5</td>
</tr>
<tr>
<td>11 b)</td>
<td>Lesson 8</td>
</tr>
<tr>
<td>12 b and c)</td>
<td>Lesson 2</td>
</tr>
<tr>
<td>13 a)</td>
<td>Lesson 11</td>
</tr>
<tr>
<td>14 a. iv) b. ii) c. i) d. iii)</td>
<td>Lesson 8</td>
</tr>
<tr>
<td>15) A gang has at least five members between ages 11 and 24 (one point), who share an identity, recognize themselves as a gang (one points), and maintain a degree of organization and delinquent activity for at least 6 months (one point). Concrete example from work (one point).</td>
<td>Lesson 10</td>
</tr>
<tr>
<td>16) Reinforcement of protective factors through an interagency collaboration (1 point) and a unified approach (1 point) Social, educational, health, cultural and environmental measures to reduce the risks of offending and victimization (2 points if they mention it involves “a variety of measures”).</td>
<td>Lesson 2</td>
</tr>
<tr>
<td>17) Answers may vary but, at a minimum, participants should mention a few of the following points: sharing and analysis of statistics; application of assertive communication skills; social crime prevention through interagency collaboration; addressing root causes of crime through work on risk and protective factors.</td>
<td>Variety</td>
</tr>
<tr>
<td>18) A risk factor is a characteristic associated with the increased probability of developing a specific condition (one point). A protective factor is a characteristic statistically associated with a decrease (one point). The root causes are the social issues behind why crime happens, such as unemployment, conflict in the home, mental health problems, abuse, etc. (one point). Should be able to demonstrate an understanding of how all three terms differ (two points).</td>
<td>Lesson 7 and 8</td>
</tr>
</tbody>
</table>
Overview: This lesson 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.

Objectives
After this lesson, participants will be able to:
1. Explain what evidence-based programs are, why and how they should be used.
2. Advocate for the use of evidence-based programs.
3. Describe evidence-based strategies for policing.

Time: 60 minutes

Preparation Required
- Facilitator should ensure that poster paper and/or whiteboard and makers are available as well as participant handouts. Should also prepare poster paper or PowerPoint with select lesson content in advance of the session.

Methods to be Used: Lecture, discussion and group work.
Activity 17.1- Lecture on Evidence-Based Programs

**Time:** 30 minutes

Explain that participants will now talk about evidence-based programs. First, they will discuss what evidence-based programs are, why they are important, and how they can be used. In the next lesson they will look at specific evidence-based programs as they relate to crime prevention among youth.

- Ask participants what they think “evidence-based programs” means for policing.
- Write responses on poster paper or a whiteboard without discussing them.

Acknowledge that 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 participants should look toward simple, low-cost ways in which they can contribute to evidence-based practices in their own institutions. Let them know the class will cover more on how during this lesson. Display the following quote on a poster paper, whiteboard or PowerPoint slide:

> “Police practices should be based on scientific evidence about what works best” Lawrence Sherman, 1998 (Director of the Institute of Criminology, Cambridge University)

To put evidence-based policing into perspective, tell the participants the following:

- 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.

- 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. These efforts seek to simply but clearly track and prove what interventions work and have an impact, and why. Through this approach, agencies can model and strengthen future interventions for increased success, as well as discard efforts that have proven ineffective. Proving the relevance of an initiative is one of the greatest ways of increasing the attention it receives, as well as available funding and other resources into the future. Remember – success breeds success!

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48 Please see the following site for more information: [http://www.crim.cam.ac.uk/events/conferences/](http://www.crim.cam.ac.uk/events/conferences/).
• Being able to document that programs work also makes them more sustainable. It is harder to cut funding for programs that have been proven to work through clear evidence. Thus, one method for ensuring they last is proving they are relevant and work.

• Remind participants that 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”. Have participants look at this objective on page 62 of the Participant Handbook (and displayed below). Let the class know that the TTPS has included a variety of approaches under evidence-based practices, such as COMPSTAT and hotspot policing. Ask the class if they have participated at any point in any of the strategic actions within this objective.

<table>
<thead>
<tr>
<th>Strategic Goal 1: Reduce and Detect Crime</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Objective 1.4: Establish an Evidence-Based Policing Culture</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Strategic Actions</th>
<th>Implementation Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Year I</td>
</tr>
<tr>
<td>1.4.1 Implement a Hot Spots Policing strategy in all police station districts</td>
<td>X</td>
</tr>
<tr>
<td>1.4.2 Apply Predictive Policing to forecast crime and identify potential offenders</td>
<td></td>
</tr>
<tr>
<td>1.4.3 Train Police Officers of all ranks in Evidence-based Policing</td>
<td>X</td>
</tr>
<tr>
<td>1.4.4 Publish a policy to institutionalize Evidence-based Policing</td>
<td></td>
</tr>
<tr>
<td>1.4.5 Upgrade the Crime and Problem Analysis Branch (CAPA)</td>
<td>X</td>
</tr>
<tr>
<td>1.4.6 Conduct experiments and quasi experiments on specially selected policing and crime control strategies</td>
<td>X</td>
</tr>
<tr>
<td>1.4.7 Implement COMPSTAT as a crime control strategy at three levels (Station, Division and Executive)</td>
<td>X</td>
</tr>
<tr>
<td>1.4.8 Partner with the University of the West Indies to conduct a national survey of crime and victimization</td>
<td>X</td>
</tr>
</tbody>
</table>

• Tell participants that the strategic plan states, “The public is demanding a Police Service that addresses their concerns in a way that reassures them that their safety and security are being effectively preserved. They want a Police Service that is solution focused, results oriented and customer service driven. In response, the Trinidad and Tobago Police Service has embarked on a proactive approach to policing that involves the integration of evidence-based policing, community partnerships and stakeholder collaboration while
utilising technology to manage the crime and law enforcement processes.” Emphasize that evidence-based policing is strongly supported by police command as explained in Table 1.4 below.  

Tell participants that in order to define “what is evidence-based programming?” we will consider the following:

- **Evidence** is defined as “Information about a question that is generated through systematic data collection, research, or program evaluation using accepted scientific methods that are documented and replicable. Evidence may be classified as either descriptive or causal.”

- Police understand that evidence is used to prove a crime occurred and one or more offender committed it. Evidence in this context demonstrates the efficacy of a program: what kind of impact does a program, or strategy, have on the outcome.

- Criminologist Lawrence Sherman, Director of the Institute of Criminology at Cambridge University, did seminal work on evidence-based policing. He defined *evidence-based policing* as “the use of the best available research on the outcomes of police work to implement guidelines and evaluate agencies, units and officers.”

- There are two types of evaluation evidence: (1) research of what works, and (2) crime analysis from within the police. Thus, there is evidence from outside and inside police organizations.

In order to answer the question “Why evidence-based programming?” we will consider the following:

- Evidence-based policing adds scientific evidence as a new paradigm for decision making. Since most police practice, like medical practice, are still shaped by local custom, opinions, theories and subjective impressions, evidence-based policing challenges those principles of decision making and creates systematic feedback to provide continuous quality improvement on the achievement of police objectives.

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50 See the following website for complete information on this definition: [http://www.crimesolutions.gov/Glossary.aspx#E](http://www.crimesolutions.gov/Glossary.aspx#E).


52 See the 2012 CEBCP Policing Workshop: The Matrix Demonstration Project at: [https://www.youtube.com/watch?v=nbKhpwWizdY&index=2&list=PL4E509820FD3010E9](https://www.youtube.com/watch?v=nbKhpwWizdY&index=2&list=PL4E509820FD3010E9).

• Evidence-based policing helps to develop, implement and evaluate proactive crime-fighting strategies. It blends controlling crime with the principles of community policing and problem solving – thus, it contributes to social crime prevention.

• Evidence-based policing promises to be more effective and less expensive than the traditional response-driven methods.

• Evidence-based policing can help police departments strengthen their legitimacy and funding for programs.

Evidence-based practices can be used to develop policy based on the practices that have been shown to be effective. They can also be used as an evaluation tool to appraise current practices as to whether they are effective, based on what research has shown.

Ask participants if they have any questions or reaction.

In order to answer the question “How do we use evidence-based programming?” have participants consider the following:

• Evidence-based policing does not replace community-specific knowledge, and it does not remove a police department’s authority or responsibility for crime control decisions. It is intended to inform decision-makers about the best scientific evidence regarding strategies to realize desired outcomes. This evidence helps them create or refine their approaches and provides structure for evaluating their efforts.

• Police chiefs do not have to wait until all questions related to a particular crime topic are answered. Tremendous resources exist today that can help craft smart policing strategies. Using these resources can point to the evidence about what works to help explain to communities why, for example, they are shifting resources and directing officers to focus on problem places.  

• In order for supply to meet demand, two things are needed: (1) Translating research into practical applications and (2) institutionalizing its use into regular operations.  

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• The *Matrix Demonstration Project* is one example of a free online tool that houses all police crime prevention research. It is named after the evidence-based policing matrix and embodies the spirit of finding innovative ways of translating and institutionalizing research into everyday use by law enforcement.\(^{56}\)

• Use the visual aid below to depict how the Matrix works. Mention that the visual aid shows how programs rank: the non-significant findings (white circles), successful intervention (black circles), mixed results (gray circles) and harmful interventions (red triangles). The Matrix classifies projects into different categories: individuals, groups (gangs or co-offenders), micro places (streets, addresses or a small group of addresses), neighborhoods, jurisdictions (cities) and nation/states. The matrix uses scales to demonstrate programs that are proactive, focused and place-based.\(^{57}\)

• Remind students about the categories of risk and protective factors: individual, relationship, community and societal. Ask how risk and protective factors similarly fit within this model.

• Explain that when using the *Matrix Demonstration Project*, as with any evidence-based policing model, programs must demonstrate their effectiveness and the degree to which they work. Emphasize that this model is used with problem-oriented policing, SARA, the crime triangle and action plans.\(^{58}\)

Write on the board the following terms: (i) proactive, (ii) focused/tailored and (iii) place-based. Explain that analysis of crime prevention research has found these strategies to be successful. These strategies will now be discussed in more detail. Encourage students to think of their own


examples after going through the explanation. From the Matrix Demonstration Project the following crime prevention principles emerge:

- Officers can be more effective when they are “proactive” rather than reactive: 78% of successful interventions are either “proactive” or “highly proactive” rather than reactive. E.g., heavily relying on responding to calls for service or making arrests will not reduce or prevent crime alone since 40-80% of an officer’s time is “non-committed” to calls for service or arrest—what officers do during that time matters. Being proactive means anticipating crime, disorder and other problems before they happen, using crime analysis, and addressing the cause of a pattern of crimes, not just responding to a single crime.

“Being proactive means (a) taking certain actions while answering a call for service that will reduce similar problems with that victim, offender or situation in the future, and/or (b) conducting specific activities in-between calls for service that can reduce future calls for service and offending. What an officer does during and in-between calls for service can help reduce calls for service in a beat over the long run. — For example, fights can break out on Friday nights around clubs and bars. A reactive approach would be to respond to a fight call and either take a report or arrest the fighters. A more proactive approach might be to anticipate that during bar closing times, and especially at certain bars, that officer presence may prevent fights from occurring in the first place.”

- Officers are more effective when they tailor their strategies and tactics to problems at hand: 65% of successful interventions are “focused or tailored” strategies rather than general in nature. E.g., fights in bars are not coincidences; therefore, it is important to understand the specific problem at hand since different problems have different solutions, although problems cluster and are predictable. Evaluations and police research can provide ideas about how to respond.

“More focused approaches involve not only prioritizing which places and times have the most problems, but trying to understand what is creating the problem in the first place. Developing a tailored and focused strategy based on the specific problem at hand could reduce calls and arrests in the future. — A more focused approach to the bar fighting example would not only prioritize which bars cause the most problems, but also attempt to understand what is causing the problem in the first place. For example, the real problem could be that the club has over-booked its patronage or has a lack of security. It could be that bars are not adhering to liquor serving regulations and are over-serving alcohol. When the bar closes, people may congregate in a parking lot behind the bar, which is not easily visible from the street where patrol cars are located.

59 https://www.youtube.com/watch?v=nbKhpWizdY&index=2&list=PL4E509820FD3010E9:
2012 CEBCP Policing Workshop: The Matrix Demonstration Project
Or, it could be that parking is so tight in the parking lot that people become angry when small fender benders occur, leading to arguments and fights.\(^{61}\)

- Officers are effective when they **focus on places** (i.e. hot spots) and people: 67% of successful interventions studied are those that address problem places, e.g. officers who patrol crime hot spots are more effective than officers who control randomly. Usually 50% of crime concentrates in less than 5% of the jurisdiction, or even less. Thus, directed patrol at crime hot spots is one of the most strongly supported intervention.

“Crime concentrates at very specific places (street blocks, intersections, alley ways, individual addresses, and parks). Even within high-crime neighborhoods, there may be areas that have little to no crime. Understanding how the environment attracts and creates opportunities for crime is an important skill officers must have. Being “place-based” means that officers identify these problems places—either using crime analysis or running addresses in their CAD/RMS systems to see “hot spots” of crime and calls for service. When not answering calls for service, directed patrol at those places in intermittent 15-30 minute time intervals can reduce crime better than random patrol across an entire area of responsibility.”\(^{62}\)

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. Ask participants for examples how they could be more “proactive”, “place-based,” and “focused” in their own practice.

*Answers will vary but should be within the definitions above – e.g. an example of a “proactive” approach could be to initiate interagency collaboration to tackle crimes in hot spots; a “tailored” approach could be to address some of the root causes of gang membership such as drug and alcohol use; and a “place-based” approach could include more frequent patrolling of gang hot spots in one’s jurisdiction.*

Overall, to make these evidence-based strategies everyday practice means that we have to institutionalize evidence, in other words, to make evidence-based practices part of our everyday systems of policing and make them “second nature.” This involves converting systems and including evidence-based practices in professional development, deployment, accountability systems, management and leadership, and planning, research and crime analysis.\(^{63}\)

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\(^{63}\) Source: [https://www.youtube.com/watch?v=nbKhpW1izdY&index=2&list=PL4E509820FD3010E9](https://www.youtube.com/watch?v=nbKhpW1izdY&index=2&list=PL4E509820FD3010E9).
Activity 17.2- Developing Partners for Evidence-based Policing

Time: 20 minutes

Explain that most of the participants are likely practitioners and not researchers. Emphasize that it will take the development of partnerships with universities, colleges, research institutes, and/or crime analysts to properly institute valid and reliable program results and evidence-based policing. It is important to demonstrate that these social crime prevention programs and strategies are reducing crime and the fear of crime while addressing youth violence and improving neighborhood livability. Divide the class in teams of 4 participants. Develop an evidence-based partnership plan for the following scenario found on page 63 of the Participant Handbook:

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?

Ask participants:

• To identify and describe 3 clear benchmarks for measuring success and/or failures here.
  o Within this, participations should demonstrate that the program is working, failing, or not having an impact. Benchmarks might include specific protective and risk factors, as well as other measures such as being place-based, focused, and proactive.
• Who would they solicit as partners to conduct the evidence-based policing research?
  o If no one person or organization is in their network, participants should demonstrate how they would find a qualified researcher or organization to assist them.
• What steps would they take to develop this research-based partnership?
After 15 minutes, have a representative from each group present their findings.
Overview: This lesson introduces examples of effective and promising evidence-based policing programs and practices addressing youth. Participants get an opportunity to examine some selected programs in more detail and extract effective strategies.

Objectives
After this lesson, participants will be able:
   1. To analyze which strategies were used in evidence-based policing programs addressing youth.
   2. To realize the importance of utilizing evidence-based programs and strategies.
   3. To construct online searches for evidence-based policing programs addressing youth.

Time: 60 minutes

Preparation Required
   • Ensure that participant handouts are available.

Methods to be Used: Evident-based programs, group work.

Lesson 18: Examples and Discussion of Evidence-Based Practices
Activity 18.1- Selecting Evidence-Based Programs

**Time:** 10 minutes

Explain that 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 follows (see page 65 in the Participant Handbook):

### 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.⁶⁴

Explain that there are now databases emerging that more systematically capture evidence-based policing. This will help agencies so they don’t have to develop untested programs and strategies. It provides a roadmap and direction to implement effective and tested programs. Three resource websites include:

- CrimeSolutions.gov (http://www.crimesolutions.gov/) is 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/) is 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

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⁶⁴ 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/.
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.
Activity 18.2 - Group Work on Effective and Promising Programs

Time: 50 minutes

Ask participants to get into five groups.

Ask participants to reference the following cases in the boxes below and the Participant Handbook on page 66.

Each group will be assigned one of the cases. Ask each group to study the information received and report back to the class about the effective, promising, or successful strategies from their program—and how they fit with the findings of successful strategies of being (i) proactive, (ii) place-based, and (iii) focused. Potential answers are found on the table in the following pages.

After each group presents, open up the discussion to comments participants may have about the process or what they have learned. Then summarize that these interventions confirmed the findings of the Matrix Demonstration Project that successful interventions are: “proactive – place-based – focused” — and often involve a multi-agency approach (as we learned earlier).

Ask for some volunteers to share how they will utilize what they learned in this lesson in their everyday policing—and what they perceive as some of the benefits and challenges.

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.65

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**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.66

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65 For more information, see: http://www.crimesolutions.gov/ProgramDetails.aspx?ID=207
66 For more information, see: http://www.crimesolutions.gov/ProgramDetails.aspx?ID=174.
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.

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.67

Group #4: “Safe as Houses” London, Borough of Enfield, UK

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.68

68 For more information, see: http://www.popcenter.org/library/awards/goldstein/2011/11-09(F).pdf.
Group #5 Trinidad and Tobago Citizen Security Program

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 2013.69

69 For more information, see: http://csp.gov.tt/Home.aspx
**Potential answers to Activity 18.2:**

### Group I: Effective Programs from CrimeSolutions.gov

**Operation Ceasefire (Boston, Massachusetts)**

| Proactivity | • Problem-solving  
|             | • Collaboration across programs |
| Place-based | • On-site law enforcement response  
|             | • Expanding attention of authorities to cover intrastate traffic  
|             | • Focus on guns most often used by gangs |
| Focused     | • Direct response to chronic gang members  
|             | • Zero tolerance policy |
|             | • Delivery of a “message to a small target audience |

### Group II: Promising Programs from CrimeSolutions.gov

**Anti-Gang Initiative (Dallas, Texas)**

| Proactivity | • Increased patrols and highly visible presence |
| Place-based | • Aggressive curfew enforcement in targeted areas |
| Focused     | • Specifically tailored to the gang problem in Dallas |

### Group III: Promising Programs from PopCenter.org

**Auto-theft Suppression Strategy (Winnebago, Manitoba, Canada)**

| Proactivity | • Well-integrated, tiered approach involving different strategies to address root causes at multiple levels for at-risk youth |
| Place-based | • Use of supporting school programs with police and involvement  
|             | • Hotspot targeting in areas of highest incident of autotheft |
| Focused     | • Early intervention and family involvement  
|             | • Daily engagement |
### Group IV: Promising Programs from PopCenter.org

**Safe as Houses (London, Enfield, UK)**

<table>
<thead>
<tr>
<th>Proactivity</th>
<th>Place-based</th>
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<tbody>
<tr>
<td>• Crime prevention assessments and education for all households in Hotspots</td>
<td>• Controlled access, deflecting offenders, reducing rewards and target hardening</td>
</tr>
<tr>
<td>• Efforts part of regular patrol duties</td>
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<table>
<thead>
<tr>
<th>Focused</th>
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<tbody>
<tr>
<td>• Emphasis on burglaries in persistent high-concentrated hotspots</td>
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### Group V: Trinidad and Tobago Citizen Security Program

<table>
<thead>
<tr>
<th>Proactivity</th>
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<tbody>
<tr>
<td>• Includes 7 distinct forward-looking community action activities</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Place-based</th>
</tr>
</thead>
<tbody>
<tr>
<td>• 22 high needs pilot communities in Trinidad &amp; Tobago</td>
</tr>
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<table>
<thead>
<tr>
<th>Focused</th>
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</thead>
<tbody>
<tr>
<td>• Addressing reduction in levels of homicides, robberies and woundings, and increasing the perception of safety in partner communities</td>
</tr>
</tbody>
</table>
Module VII: Politics, Ethics and Social Media

Module VII asks the participants 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. Participants will then design their 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, participants 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

Overview: This lesson asks participants to discuss as a class the influence of politics and its relation to crime. The class will watch a video and, in groups, will create their own national crime prevention strategies.

Objectives: After this lesson, participants will be able:
1. To discuss the influence of politics in regards to crime prevention and intervention strategies.
2. To create national crime prevention and intervention strategies for their country.

Time: 60 minutes

Preparation Required:
• Facilitator should prepare the video required for Activity 19.1 and be familiar with the equipment required to play the video therein.

Methods to be Used: Discussion, video, group work.
Activity 19.1 – Discussion about Politics and Its Relation to Crime

Time 30 minutes

Explain that the class is now going to talk about another sensitive topic that involves the relationship between politics and crime. Tell participants this lesson requires a lot of input from participants in order to have a meaningful and relevant discussion about how politics and crime influence each other in Trinidad and Tobago.

Tell the class they are going to watch a video about politics, crime and corruption in Trinidad and Tobago and after viewing the video they will discuss the topics of the video.

Play the following video during the designated time periods listed below: https://www.youtube.com/watch?v=tnpaaVB4XyA.


After the video is complete the facilitator should begin a discussion. Explain that these are sensitive topics but it is important to talk about them in an open and honest way and remind participants that this discussion needs to stay respectful.

Guiding Questions

- Is there any truth to what the people in the video are saying?
- Are the traffickers and gang leaders being supported by politicians and the government?
- Are there lasting effects from the coup?
- Is race an issue in Trinidad and Tobago? How?
- How do the issues of race factor in to the politics of crime and crime prevention?
- Is there a unified, national strategy for reducing crime in Trinidad and Tobago? How do the people, the police, and the community in general lose when there is not a unified, national strategy for reducing crime?

Answers will vary but the facilitator should be prepared for strong opinions and possibly some disagreement with the idea that the police are taking bribes, and anger at the government for corruption. This discussion in the end should be directed towards how to change the problems and the need for a national strategy for crime prevention, without becoming too entrenched in the issues of race, corruption and other challenges.
Activity 19.2 - Group Work on National Crime Prevention Policies

**Time:** 30 minutes

Tell the class they have been presented with the opportunity to come up with the ideal national crime prevention policy and budgets are not an issue. Before starting the activity, have the class read the following motivational article available on page 72 of the Participant Handbook.

**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.

Ask participants to take a minute to share their thoughts on what they read. What do they think of some of Harris’ ideas on addressing crime?

Break the class into four groups of five. Assign two groups to a Domestic Violence Policy and the other two groups to a Gang Policy. Each group should have a note taker and a presenter. Tell each group they need to provide at least the following in their policies. These bullets are
also in the Participant Handbook on page 74.

- 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.
- Three intervention and prevention programs.
- Two changes or editions to laws in the country concerning their assigned policy.
- Ideas for implementing their policy and educating the community about it.

Allow the groups 20 minutes to design their policies and then call on at least one group from each type of policy to present their ideas. If the facilitator has extra time in the lesson s/he should call on additional groups. When critiquing the presentations look for the following:

- Do the national panels include representatives from prevention/intervention organizations, law enforcement, courts, schools, community leaders, faith-based organizations?
- Are the participants trying to reflect on evidence-based programs aimed at youth or families for intervention and prevention programs?
- Are they thinking outside the box on new laws or only adding longer sentences or capital punishment solutions?

Facilitator should encourage participants to address these points when you provide the guidelines and walk around the room to listen in on and give feedback to the groups.

**Conclusion**

Thank the groups for the work and remind them that they can impact their country’s future and are part of the solution. Remind the participants that even if they feel like they are not a decision maker for their organization, they can still effectively impact co-workers, organizational programs and most importantly the individual community members with whom they interact. Explain that the next lesson is going to deal with ethics and professionalism in law enforcement and urge them to continue their enthusiastic participation.
Lesson 20: Ethics, Professionalism and Legitimacy in Law Enforcement

Overview: This lesson will discuss ethics, corruption, legitimacy and the use of procedural justice in law enforcement. The class will be asked about what type of police corruption can occur and ways that an organization can prevent it. Participants will learn about the use of procedural justice and police legitimacy and the benefits of both concepts for an individual officer and organization.

Objectives
At the end of this lesson, participants will be able:
1. To review ethics and potential corruption issues that can occur in a police organization.
2. To discuss the concepts of procedural justice and police legitimacy and the benefits of these ideas.

Time: 60 minutes

Preparation Required:
• Facilitator should prepare by reading the lesson content in advance, and considering potential responses from course participants.

Methods to be Used: Discussion, lecture.
Activity 20.1 – Discussion about Ethics in Law Enforcement

**Time:** 30 minutes

Explain that during this lesson the class will discuss ethics, professionalism and legitimacy in law enforcement. Tell the participants that ethics is a subject that is taught is many different disciplines and is an especially important one when discussing police organizations due to the great amount of discretion and power that the police have when working with the community.

- Ask participants what it means to them to be an ethical police organization. What does a police organization free of corruption look like?

  *Answers will vary and facilitator should write answers on poster paper or whiteboard. Tear off that paper and tape the answers up. Facilitator should be prepared for different types of responses with a mixed class of law enforcement and social workers.*

- How do we know if a police officer, unit, division or law enforcement agency is corrupt?

  *Again, answers will vary and facilitator should write the answers on separate paper and tape those up as well. Facilitator should be prepared for different types of responses with a mixed class of law enforcement and social workers. There is no right or wrong answer; this is meant more to serve as a brainstorming activity.*

Facilitator should now go through the following examples of situations that could be interpreted as unethical and/or and corrupt. Some of these examples may have already been given by the participants:

- Free meals, free drinks, free services
- Kickbacks (money for police services)
- Theft from crime scenes, property rooms, victims
- Bribes (traffic tickets, filing a report, not filing a report)
- Undermining criminal investigations, proceedings or the “loss” of a ticket
- Criminal activities
- Internal favoritism for political reasons or payoffs
- Planting evidence
- Police brutality, hitting suspects during interrogation, racism, sexism

Explain that some of you may wonder how a free cup of coffee could be considered corruption. A free cup of coffee is not corruption but *is it* a “slippery slope” that leads to a sense of obligation or to other free things?
Ask participants what they think about an investigator who “roughs up” a suspect in order to get a confession, even if the suspect is likely guilty?

Guiding Questions

- Do the means justify the end because the investigator knows the suspect is guilty and he will go free without that confession?
- Does that make it right?
- What if s/he is not guilty and the officer is mistaken?
- What about the suspect’s rights?
- Where is an officer, as an individual, if s/he makes those decisions on their own without allowing justice to take its course? How does that affect the rule of law?

Ask participants to give their reasons about why an individual or an organization becomes unethical or corrupt.

Answer should include at least the following:

- Lack of ethical leadership.
- Lack of internal policies to prevent and uncover the “bad apples” in the organization.
- Low pay.
- Poor recruiting and training.
- Police culture/ code of silence.
- Cynicism.

Mention that police officers are often not paid enough given the responsibilities they have and a country or municipality should pay its officers more and recognize their hard work. However, each police officer and organization needs to remember their individual and organization values, as well as their personal integrity.

Ask, other than the fact that it is wrong to take a bribe or beat a confession out of someone, why is it important that a police organization be free of corruption?

Answers will vary but the answers should be guided towards the idea that a police organization or its officers will not be effective if the community or the government it serves believes it is corrupt.

Explain that, beyond what the individual can do to affect these issues, police organizations do need to establish effective oversight systems to prevent corruption in their agencies. However, they need time to take root and truly be effective, sometimes through a process of trial and error. 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.70

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Activity 20.2 – Lecture about Police Legitimacy and Procedural Justice

Time: 30 minutes

Explain the class is now going to discuss two concepts that are called police legitimacy and procedural justice and the importance of both in policing. Ask if anyone in the class has heard of these concepts. If they have, ask them to define them. Once that is finished explain the following points about the concept of police legitimacy:

- Legitimacy reflects the belief that the police ought to be allowed to exercise their authority to maintain social order, manage conflicts and solve problems in their communities.

- Legitimacy means the public has confidence in their police and trusts them.

- Such confidence involves the belief that the police are honest, that they try to do their jobs well, and that they are trying to protect the community against crime and violence.

- Legitimacy reflects the willingness of residents to defer to the law and to police authority.

- Finally, legitimacy involves the belief that police actions are morally justified and appropriate to the circumstances.

Explain that the concept of procedural justice is a way to attain Legitimacy and centers around four main issues:

- People want to have an opportunity to explain their situation or tell their side of the story to an officer. This opportunity to make arguments and present evidence should occur before the police make decisions about what to do. People want to have a voice.

- People want officers to make decisions based upon consistently applied legal principles and the facts of an incident, not an officer’s personal opinions and biases.

- People are sensitive to whether they are treated with dignity and politeness, and to whether their rights are respected.

- People react favorably when they believe that the authorities with whom they are interacting are benevolent and caring, and are sincerely trying to do what is best for the people with whom they are dealing. Authorities communicate this type of concern when they listen to people’s accounts and explain or justify their actions in ways that show an awareness of and sensitivity to people’s needs and concerns.
Ask the class what they think are the benefits of a police organization having legitimacy and utilizing procedural justice.

Answers will vary but after the class is done giving reasons explain the following benefits and be aware that some of the answers might have been provided by the class:

- Greater public deference to the police when the police have personal interaction with the community.
- Increased compliance with the law (they will obey more laws!).
- Higher levels of cooperation with police efforts to manage crime (investigations, witness statements, informants, suspect information, reports).
- Stronger institutional support of police departments (more resources, pay, positive stories versus negative).

Explain that when these things happen in a community it means that officers will have more time to focus on hot spots, repeat offenders and other strategies they think are important.71

Ask if anyone in the class has an example of how a police officer could explain a situation or their actions in order to improve the relationship between the community and the police.

These answers could be many different things and encourage participants to think of more than one. If no one provides an example provide the following:

- Your unit is conducting traffic enforcement in a neighborhood due to neighborhood complaints. Make sure to explain to each driver stopped that the police are conducting the stops because neighbors in the area complained to the police about people driving too fast through the neighborhood, and they are worried about the safety of the children playing. Explain the police are responding to the wishes of the community.

- You and your partner stop a suspect in a car because he just stabbed a victim. You have to use force to subdue him because he is not following commands and you can see a knife in his waistband but the citizens on the corner do not know all of this. After the suspect is handcuffed and in the back of your vehicle take a few minutes to walk over to the crowd on the corner and explain why you had to use some force to keep the suspect and you safe.

Ask the class how they feel about interacting with the community in these ways. Be prepared for some participants to state that the police should not have to explain themselves and the community needs to just trust the police. If participants raise these objections remind them again that it only takes a few minutes and can pay tremendous dividends later.

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Conclusion

Say this ends our discussion of these topics and many of you may be doing these things everyday but, if you are not, think about adding these concepts to your strategies and share them with your co-workers. The next lesson focuses on the use of the media and social networking in crime prevention.

Key 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.

In closing the lesson, remind participants there will be one more exam covering *only* the second half of the course, during the first lesson of Module X (Lesson 26). Participants should continue to study their course materials closely by reviewing the Participant Handbook and any notes they might have. The results of this last exam will be reviewed during the last lesson, prior to finishing the class.
Lesson 21: Media and Social Networking in Crime and Violence Prevention

Overview: This lesson will discuss the use of conventional media and social networking in crime prevention and law enforcement. Participants will view examples of the use of social networking sites for crime prevention and then create their own media strategy for crime prevention.

Objectives
At the end of this lesson, participants will be able:
1. To understand conventional media and different types of social networking sites.
2. To design their own media strategies to incorporate in crime prevention.

Time: 60 minutes

Preparation Required:
• Facilitator should become familiar with the supporting videos and any equipment required to run them.

Methods to be Used: Discussion, group work.
Activity 21.1 – Discussion on Conventional Media and Social Networking in Crime Prevention

Time: 25 minutes

Explain that the class is now going to talk about the use of media and social networking or social media in crime and violence prevention.

The first form of media participants will discuss is the more conventional media: television, radio or newspaper.

Explain that many of us are used to seeing police stories on the evening news about a big drug bust, or important arrest, but that it is infrequent for the police or a community organization to use the conventional media to get a message out. Ask participants:

- Is your organization working on their relationships with different media outlets and pushing for stories that show some of the great work the police and other groups are doing to curb crime?
- If so, what?
- In the case of police, has anyone has ever had a newspaper reporter out on a ride along so that they can report for themselves the reality of police work?

Tell participants that this strategy makes an organization transparent and provides another voice than just those that may not like the police.

- Of those participants who do have a relationship with conventional media, do you remember any positive story that your organization may have used and, if so, was it effective?

Explain that often police officers or organizations are afraid of the media and believe that they are only going to report on the bad things, and don’t care about any positive police or crime prevention stories. Point out, however, that the media can also get out both sides of a story, including reporting on the positive things taking place.

Ask participants about how the media is handled during an emergency situation or crime scene?

*Answers will vary but most will probably say someone is assigned to deal with the media and they do not talk to them.*

Explain that there are different ways to deal with the media at a newsworthy scene and how this is handled from the beginning can affect the stories reported on the 5 o’clock news.
Explain the following points:

• Positive media relations can be a bridge for creating positive relations with the community.
• Mutual feelings of suspicion exist between police and media which can lead to frustration and negative police stories. It is important to be as transparent as possible with the media while still protecting an investigation.
• Chance for misunderstanding and conflict between police and media is high in the first stages of a crime scene or emergency, and that can set the tone for the remainder of the situation.

Explain the following things can be done to create better relations with the media:

• 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!

Explain that the class is now going to talk about the role of social media sites in crime prevention. Ask participants:

• What are some examples of social networking or social media?

Answers should be Facebook, Twitter, blogging, police websites, other webpages, etc.

Tell the class they are now going to hear from a Caribbean businessman named Chike Farrel. He is CEO and Co-Founder of Caribbean Ideas, an innovative digital technology business based out of Trinidad and Tobago. In the video he talks about the use of social media and crime prevention. Play the following video and access it at: youtu.be/AdYOiWRqGbs?t=1#1B18F0

After the video ask the class if they agree with Mr. Farrel. Is there a role for social networking sites to play in crime prevention?

Say the class is now going to see how one British police organization used social media to have fun with crime prevention. Play the following video and it can be accessed at: youtu.be/ImFW0GwQjTM?t=1#1B194D. Ask the participants what they think this video accomplished.

Answers should include at least the following:
• Crime prevention tips (higher fence, lock your door, use of “999” system, burglars want
gold and i-Pods).

- Humanized police officers.
- Made police seem approachable and fun.
- Remind the class that these types of videos can be made without a lot of technology and the secret is to be creative and have fun with it. They do not have to be funny either but remember that humor is a great teaching tool!

Ask the class if they think this video added to the legitimacy of the police organization or not.

Explain there are many different ways to use social media and digital technology in crime prevention. The following are just 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.

Tell the class they are going to see another crime prevention video made by police from the St. Vincent and the Grenadines Police Department. Play the video and access it at: youtu.be/Fuq-8mn1tMi?t=1#1C15AB

Explain that this video seems fairly easy to make and could be put on YouTube, Facebook or an agency’s website. To get even more attention an agency could ask a news station to report on the making of it and illustrate how the police are reaching out to the public through social media.

Explain that there are many ways to use social networking to reach the community and, especially youth, since young people use the Internet and their cellular telephones on a regular basis.
Activity 21.2 – Group Work on Creating a Media Plan for National Crime Strategies

**Time:** 35 minutes

Ask the class if they remember the national crime strategies they came up with in Lesson 19. Tell the class they are now going to work together in the same groups to design a media strategy for the plans they developed.

Break the participants back into their original groups from Activity 19.2 and tell them they have 15 minutes to develop some ideas for using both conventional media and social networking for selling their strategy, educating the public and adding to their prevention and intervention programs.

Explain that each group will present their media and social networking strategies to the class.

Once the groups have finished ask each group to present. The facilitator should be prepared for different types of ideas and the main goal for this activity is to get the participants to use their creativity to come up with various ways to use both types of media.

**Conclusion**

Conventional media and social networking sites are great tools for anyone working in crime prevention. It is now possible to create your own news and get the story you want out. Tell participants that this concludes the discussion of the use of media. The next module will introduce the use of action plans. Tell participants when they begin creating their own action plans they should not forget to include a space within the plan for incorporating their approach to working with the media.
Module VIII – Problem Solving Analysis: CPTED, Crime Triangle and Action Plans

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.
Overview: This lesson will review 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 work with young people, specially using the police youth clubs.

Objectives
After this lesson, participants will be able to:
  4. Understand CPTED principles and how to effectively use them.
  5. Design a youth CPTED program.

Time: 60 minutes

Preparation Required: Poster paper and review of key concepts and examples of CPTED.

Methods to be Used: Lecture, group work.
Activity 22.1- Lecture on Crime Prevention through Environmental Design (CPTED)

Time: 30 minutes

Ask participants if they remember what do we mean when we say Crime Prevention Through Environmental Design, or CPTED, as discussed in Lesson 1?

Explain the goal of CPTED is to prevent crime by designing a physical environment that positively influences human behavior in an area or neighborhood. In the TTPS Strategic Plan under Strategic Goal #3, “Improve Quality of Life In Communities”, the plan states to “Implement a Safe Community Initiative inclusive of community, prevention, through environmental design (CPTED)

CPTED looks at the entire neighborhood to identify areas or elements that may have the potential to attract crime. Explain that the physical design of a neighborhood – its layout, lighting, building and maintenance – can affect the levels of crime and fear of crime in a neighborhood.

Ask if anyone in the class has ever been involved with a CPTED project. Allow participants to discuss their experience with CPTED if there are any that have worked with it.

Explain CPTED can be used by law enforcement officers, city officials, city planners, resident volunteers or property owners to create a climate of safety in a community, either prior to a new development or to improve current conditions in an existing neighborhood.

When compared with other crime prevention or security measures, CPTED is unusual because it focuses specifically on aspects of the design, while the other measures tend to be directed at target hardening, (e.g. a technique used to increase the effort offenders must expend by denying access using locks or bars). Instead of working to protect or respond to a specific target, CPTED emphasizes prevention in the actual design, over traditionally policing values which involve response to incidents, identification and arrest of offenders.

CPTED has four principles, summarize them as follows and ask participants to follow along in their Handbook on page 78:
Explain that CPTED’s approach to problem solving is to ask what is it about this location that places people at risk, or that results in opportunities for crime? In other words, *why here?*

Have participants turn to page 79 in their Participant Handbook. Say the following two cases illustrate this point:

**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.

The images below, and in the Participant Handbook on page 78, further illustrate the utility of CPTED. The one on the left is an example of a place where CPTED has not yet been used. Shown here is a portable restroom surrounded on all sides by a high wall that obstructs the view from the street and/or patrolling police. Meanwhile, the photo on the right shows a well-placed bank machine with high visibility.

Comparison of an ineffective (figure on left) versus effective (right) use of CPTED. Photo credit: Ronald Clark Center for Problem Oriented Policing.

Ask participants to share some examples of neighborhoods they think would benefit from CPTED. Once some neighborhood examples have been given, ask how they would use CPTED to improve the area.

Facilitator should write CPTED examples on a whiteboard or poster paper so the whole class can see them.

After this discussion has finished, tell participants that the class is going to work on a group activity that focuses on the maintenance principle in CPTED.
Activity 22.2 – Group Work on CPTED

Time: 30 minutes

Tell the class that, as this course is meant for professionals that work in crime prevention among youth, they are going to create a program for delinquent youth through the use of CPTED tactics. Tell participants that they are going to work in small groups to create and design an approach that is focused specifically on the police youth clubs. Ask participants if they have ever done crime prevention or other outreach efforts using these clubs?

Remind them that TTPS has a national network of police youth clubs in almost all districts. These clubs have served as a means for engaging with youth in communities across the country and are a great way to reach out to young people and their families through camps, after school activities and vocational training. Let participants know that, while some of these clubs are inactivity or may have limited concrete actions, CPTED provides a clear means for reviving their efforts in the community. In fact, in future lessons, participants will consider how to do this using the SARA problem-solving model and action plans for implementation and evaluation of progress.

The facilitator should break the class up into five groups of four. Tell the groups they have 15 minutes to design a youth camp or youth community program that engages with young people in the design and maintenance of a specific neighborhood applying the tools of CPTED. Each group should include at least the following in their program:

- What small geographic area will it target?
- What specific issue there will the program seek to address?
- Which partners from the community will we need to work with to implement this?
- How will we reach out to them?
- Who will oversee it?
- How with the young people be selected?
- What maintenance activities will the youth be involved in?

Explain to the participants that the program should target a very small geographic area and one specific issue within that area in order to be successful. Encourage them to select a real challenge they have seen or experienced in the areas where they work and live, because this may be a program they can then implement at a later date.

The facilitator should allow the groups 15 minutes to finish their ideas and then call on at least 2 groups to present their program to the class. Have participants critique each other’s efforts, by pointing out specific strengths and weaknesses. Provide additional feedback to each group and work to sharpen the approach so that the goal is clear, and very concrete.
Conclusion

Close by saying that CPTED is a useful tool that can bring different partners together to work on improving neighborhoods. During this work together, positive relationships can be formed between law enforcement and community member.
Lesson 23: Problem-Solving with the Crime Triangle and SARA

Overview: This lesson 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.

Objectives
At the end of this lesson, participants will be able to:
1. Explain the Crime Triangle.
2. Explain the SARA model of problem solving applied to crime prevention.
3. Believe in the importance of following a sequential model for solving underlying causes of crime.
4. Apply these models to actual causes.

Time: 60 minutes

Preparation Required:
- Poster paper and markers or PowerPoint presentation with Crime Triangle and SARA Model.

Methods to be Used: Lecture, discussion, problem-solving.

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Activity 23.1- Lecture: What is the Problem?

Time: 5 minutes

Explain to participants that the foundation of this course, as well as crime prevention and intervention in general, is problem solving.

Tell the group that of course we all intuitively understand what problems are, and we certainly all have them. But can we actually define “problems”?

Explain that for the purposes of our class, a problem will be defined as a pattern of incidents resulting in crime, disorder or other disruption in the community. 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?

Answers from the participants should be yes.

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.
Explain to participants that problem identification is a key component of the problem solving process. Missteps here can ensure that the group moves in an unfocused manner.
Activity 23.2- Lecture to Understand the Crime Triangle

Time: 10 minutes

Explain that the class is going to learn how to analyze situations in order to problem solve. To assist with this analysis of crime and crime related issues it is important to learn about the Crime Triangle. Show the Crime Triangle to the class on Power Point or poster paper. Explain there are 3 facts, as derived from many replicated studies internationally and the Serious Habitual Offender Criminal Apprehension Program (SHOCAP), that show:

- 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.

Explain to the class that by focusing in on the specific opportunities for problems, offenders, and victims, police departments and communities can work to identify the true underlying causes of a given problem and be better poised to achieve a successful resolution. 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.

The Crime Triangle is a tool at the heart of problem solving because it is the analysis that makes possible the determination of appropriate solutions with the greatest possibility of success.

Activity 23.3 – Lecture and Discussion on the SARA Problem Solving Method
**Time:** 15 minutes

Explain to participants that they are now going to learn about a problem solving method called **SARA**. 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.

The facilitator should introduce the following diagram to the class either on poster paper or with a PowerPoint, and review each component. Explain the following:

- **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.
Explain that it is essential that the model be followed sequentially for effective and sustainable results. *Facilitator should keep the model up on PowerPoint or poster paper and have participants reference it and the Crime Triangle in the Participant Handbook.* Explain that the class is now going to walk through SARA with the following example:

**Facilitator Tip**
The facilitator should use this exercise to guide the participants through the SARA model. This should be a brief exercise in which the facilitator is providing the answers as an example. During the next activity, participants will be asked to give the answers on their own.

**Scanning**
Facilitator should read the following case to the class as well as have them follow along in the Participant Handbook on page 82.

**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.

Ask the class what makes this case a problem?
- Does it involve two or more similar, related, or recurring incidents?
- Is there harm involved – attached to a real or potential crime?
- Is there a realistic expectation that the police and community can resolve this situation together? Why or why not?

**Analysis**

- **Motivated Offenders:** Young high school aged males who may eventually join a gang, commit more serious crimes or continue to cause problems in their area.

- **Suitable Target (Victim):** Citizens who reside in the area; female students who are sexually assaulted and may be afraid to walk alone; business owners.
Response

Ask the participants to identify some possible strategies to address the problem based on this analysis. They should be looking for ways that they can eliminate one of the axes of the Crime Triangle.

Answers will vary but should include at least some of the following: a community meeting with key stakeholders (school, residents, parents, business owners), meeting with the school to identify possible male group members, determine if group is an organized gang, increased foot patrols, zero tolerance efforts, seek out potential risk factors and resources for offenders and victims, escorts from school for females, etc.

Even just some of these responses will make a significant impact to address one of the 3 legs of the crime triangle as follows:

• **Motivated Offender** – School administrators, counselors and police could meet with parents to identify problem areas. Meet with offenders to send a message that this behavior will not be tolerated and look for opportunities to provide youth with resources or involvement in youth camps/clubs/dialogues. Increased foot patrols and police presence will decrease crime incidents and possibly youth hanging out in the area.

• **Suitable Target** – Meet with female students to design a safety plan and discuss victim prevention strategies.

• **Opportunities** - Increased foot patrols and police presence will decrease crime incidents and possibly youth hanging out in the area.

Assessment

This involves a practical review of whether or not the problem is resolved after the strategy is implemented. In this case it will be important to assess whether the male high school students are still in the area, levels of graffiti activity and crime reporting of other crimes.
Activity 23.4- Problem Solving with SARA Case Study

Time: 30 minutes

Keep the SARA model and Crime Triangle on a PowerPoint slide or poster paper. Explain that now the class as a whole group will walk through another example of a crime problem but this time it is up to the participants to provide the answers for the SARA model.

Facilitator Tip

Suggested solutions are provided in each stage of the model. However, the facilitator should do his or her best to get the participants to come up with the conclusions on their own. The facilitator’s role should be to facilitate the process, not dictate it. This needs to be a model for how the participants could together solve a problem.

Scanning

Explain or display on poster paper or PowerPoint the following case, or have the participants reference it on page 82 of their Handbook:

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.

Ask participants what makes this a problem?

• Is it two or more similar, related, or recurring incidents?
• Is harm involved – attached to a real or potential crime?
• Is there a realistic expectation that the police and community can resolve this situation together? Why or why not?

Analysis

As part of the first step in the SARA problem-solving model, how would you analyze this issue using the components of the Crime Triangle?

Possible responses could include:

• Motivated Offenders: Gang members known to this particular area; organized crime pлеaders directing their members to take over the spot.
• **Suitable Target (Victim):** Potential citizen customers, business owners or residents in the area.

**Response**

Ask the participants to identify some possible strategies to address the problem based on this analysis. Remember, they should be looking for ways that have been shown to be effective. Ask them to look in the evidence-based examples that they have reviewed and/or if they have heard about any other strategies that have been effective from other sources.

*Possible responses could include:*

• **Motivated Offender:** Zero tolerance meetings with gang members in an attempt to identify needed resources for offenders. Determine youth involved and include schools and faith based organizations as possible resource.

• **Suitable Target** – Determine if youth are involved as offenders or targets. Police and community members could reach out to schools and faith based organizations in the area to increase after school activities, identify specific youth involved and resources needed for them and their families. Ask business owners if they would be willing to employ specially selected youth in their businesses.

• **Opportunity** – Community meetings could be held to address the problem and the police could determine which business owners are willing to assist in identifying gang members and determine who might have video surveillance. Outreach can be done directly to citizens and residents who have been victims to ensure follow through on prosecution and identification of suspects.

  *Police could determine the timeframe for the highest levels of activity and increase foot patrols during those times. During these foot patrols, officers would have a very visible presence, visit with business owners, and send a message of zero tolerance to gang members through a variety of ways.*

**Assessment**

This involves a practical review of whether or not the problem is resolved after the strategy is implemented. In this case it will be important to assess crime reports, levels of activity seen during foot patrols and consistent contact with business owners and residents. Efforts to assess should be systematic and involve cross-checks across a variety of stakeholders and data sources to ensure that the problem and its root causes have been fully address (i.e. doesn’t pop up elsewhere in a different form).
Activity 23.5 Discussion on SARA

Time: 5 minutes

Ask participants what they think of this approach.

- What are some potential benefits?
- What are some potential challenges, and how can they be addressed?

Answers may vary. They may include:

- **Potential benefits:** The SARA models helps to think strategically through problem-solving and looking at the underlying causes.

- **Potential challenges:** Finding the appropriate sources for Analysis and Response. – For Analysis, it may help to involve community members and range of stakeholders, to the extent possible. For Response, it helps to be knowledgeable about approaches that have worked elsewhere and to keep up-to-date with ongoing findings that add to the evidence-base.

Participants may also point out that limited time does not allow them to effectively apply the SARA problem-solving model. Facilitator should be ready for this response, and remind participants that SARA is a tool that is meant to streamline operations over the medium to long-term by addressing the root causes of crime in the present, not their symptoms! When applied over time, SARA will actually help free-up officers’ time to address more challenging widespread issues.

With this in mind, the use of these tools can help in the analysis of general crime trends or patterns that repeat over and over again, because of perhaps a few underlying basic problems. By addressing the root causes, we simplify the work of law enforcement and other professionals.

**Conclusion**

In honing in on the specific opportunities for problems, offenders, and victims, police departments and communities can work to identify the true underlying causes of a given problem and be better poised to achieve a successful resolution.

Close the lesson by explaining that we will keep the Crime Triangle and SARA model in mind as we are going to work on creating action plans in the next lesson.
Lesson 24: Creating Action Plans

Overview: This lesson will teach participants the strategies for developing an action plan. After becoming familiar with the process, the class will work as a group and walk through the steps of creating an action plan as a sample, integrating information from earlier lessons.

Objectives
At the end of this lesson, participants will be able to:
   1. Describe an action plan and the process for action planning.
   2. Believe in the importance of action planning.
   3. Develop a sample action plan as a class activity.

Time: 60 minutes

Preparation Required
- Facilitator should prepare handouts for participants.
- Facilitator may review the indicated resources for additional background information.

Methods to be Used: Lecture, group work.
**Activity 24.1- Lecture on Action Planning**

**Time:** 30 minutes

Explain that participants will now talk about action planning, which can be a next step after problem analysis.

Facilitator should refer to Power Point or write on poster paper: “People don’t plan to fail. Instead they fail to plan” and state this to the class.

- Ask participants what they think “action planning” is based on what the course has covered thus far.
- Ask participants to share any experience they might have with action planning.

Explain that action planning is needed when trying to solve community or crime problems, particularly if there is a pattern of incidents resulting in crime, disorder or corruption. For instance, if there is increased gang activity and shootings in a certain neighborhood, at a certain time, rather than looking at each instance in isolation, there might be a pattern that can be identified in collaboration with community members. Also, recall the root causes of crime and violence, and the risk and protective factors identified for your community in Activity 8.2.

Explain that action plans can be very extensive and elaborate or they can be simple. It is up to the group to decide how much is needed. Action plans can be 100 pages long and include in depth historical perspectives about a problem, detailed analysis with graphs and survey data, lengthy introductions and broad approaches to crime or community problems, or they can be very simple. Extensive plans may be required for large organizations that are combating sweeping change, but action plans don’t have to be like this to be effective when dealing with smaller and more isolated community problems.

Explain that action plans can be created for specific crime problems or for the goal of a new youth program such as youth camps, mentoring programs, mock courts or a combination of these types of strategies in order to target a specific area or region.

Tell the class that when trying to solve a community or crime problem, sometimes it is necessary to create an action plan. After a group or partners agree that a solution is needed for a particular problem within the community, a solution needs to be defined that consists of goals and objectives. It is difficult to meet objectives without a plan, especially when there are stakeholders from various organizations involved in the process.

Explain the following about *action plans*:
• May identify a situation or problem that needs to be changed or fixed.

• Outlines and describes the way a group or organization will use strategies or actions to meet their objectives or goals.

• Consists of a number of action steps or changes to be brought about by that group.

• Can bring together many stakeholders that might not normally work together.

• Used by businesses, governments, police and community groups around the world.

Explain to participants the following steps in the development of action plans:

• An action plan identifies a problem or issue that needs changing. An analysis should be done to ensure the group knows the factors that are contributing to the problem.

• If developing an action plan for a community project such as a youth camp or other type of program, the same steps should be taken.

• Identify who possible partners are for the action plan. Who are the stakeholders? Police? Juvenile counselors? Courts? Schools? Faith based groups? Businesses? Try to get those needed in the group to help with the plan. Action plans need to be inclusive.

• Once stakeholders are together, express your solution as a series of goals.

• Generate a list of actions for each goal. Members of the group should brainstorm a list of actions to achieve a particular goal and record these in order below each goal.

• Prepare a timeline that creates dates for the completion of the goal.

• Find and allocate resources if needed. These could be financial, physical or human resources that are allocated for each action step. If resources are not available or are limited it may be necessary to revise the action plan.

• Assign tasks to the appropriate person or partner.

• Develop a strategy for evaluation and monitoring. You need to know if the action steps are working at each stage.

• Implement the plan and get the message out about the plan if needed. Messaging may be an action step and will most likely include conventional media or social networking.

• All of the above should be translated onto an action plan sheet and be updated.
Tell the class to turn to page 83 of the Participant Handbook which gives the example of a citizen driven anti-crime action plan in the Bahamas (also seen in the text box below). Explain that when reading this example, participants should mainly note the numerous partners involved and the different steps the group wants to take. In this example we are not seeing the timeline, resources needed, etc. that should normally be included as steps in the 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 of action to curtail the large 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 our 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 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

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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 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.
Once the class has read the handout ask them who was involved in this plan? Did the police instigate it, or citizens? Does this plan have the right ingredients for success? Why or why not? Explain to the class that action plans should include the following:

- Some type of introduction or perspective of the problem that is being targeted.
- Who the partners are and why they are a stakeholder.
- How the group analyzed the problem and the results of the analysis. This does not have to be extensive and can be as basic as “gang members are committing crimes in this four block area and are bringing down the livability of the neighborhood”.

Point out that the action plan reviewed here is rather holistic; however, much simpler and even equally as effective plans can be created. Ask the participants to refer to page 85 of theParticipant Handbook to review the action plan template shown below. Explain that you are now going to work through a simple action plan together as a class and that, in the next activity, the class will be working on their own more extensive action plans.74

<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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Ask participants if they have any questions. Then ask what participants see as the opportunities and challenges of implementing action planning in their place of work. How could potential challenges be addressed?

Activity 24.2- Group Work: Sample Action Plan

Time: 30 minutes

Explain that the class will now walk through developing a sample action plan for the same case study reviewed in Activity 23.2 using the SARA model. Display the following scenario on a PowerPoint slide and have participants reference it in their Handbook on page 85.

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.

Facilitator should walk the class through the following steps of developing an action plan:

The first step should be deciding if the problem requires an action plan. Ask the class if they think this scenario would benefit from an action plan. *The answer should be yes.*

The next step is that the community partners, groups and stakeholders should be identified and asked to join in the development and implementation of the plan. Ask participants for their ideas on partners for this crime problem. Write the answers on poster paper. Ask who should take the lead on this project? *Answers may vary but should be police.*

The group should then begin meeting to decide and develop the following stages:

(1) **Goals:** What are the goals for the group? Be specific about these goals. Ask are they too narrow? Too broad?

(2) **Actions/Activities:** Explain that we are looking for evidence-based strategies to address what we have identified as root causes and risk factors that contribute to the problem. Recall that, according to the Matrix Demonstration Project, effective strategies should be place-based, focused, and proactive. Also consider strategies that we have learned about in previous lessons and strategies that have been successfully locally. For this example, we will choose two activities:

   a. Increasing foot patrols and presence in a particular area (which is a place-based, focused and proactive response); and

   b. Having business owners offer job training and employment opportunities to gang members.
(3) **Resources needed:** Determine what financial, human, and other resources you need in order to implement this activity, which of these resources you already have and which you need to obtain. For example, consider if more staff or training is needed in the police force, or even who will make copies if needed during a meeting place. Also consider what partners could contribute.

(4) **Who is Responsible for Activity:** Identify which agency is responsible for implementing each action step or activity and which particular person is in charge.

(5) **Timeframe:** Identify the (initial) time frame for the proposed activity, including start and ending date.

(6) **Media Plan:** Determine how you will communicate in traditional and social media about these activities (as discussed in previous module).

(7) **Follow Up (Monitoring and Evaluation):** Determine what you will measure and when in order to know if the activity has been successful. Who will be in charge of this component? Often times it’s the most crucial part because this is what tells us where our efforts have been successful, or still require additional work or a modification in the approach.

Explain these steps with the sample action plan below and page 86 in the Participant Handbook.
**Sample Action Plan**

<table>
<thead>
<tr>
<th>Goals</th>
<th>Action/Activities</th>
<th>Resources Needed</th>
<th>Who is Responsible for Action/Activity</th>
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<th>Media Plan</th>
<th>Follow-Up (Monitor/Eval)</th>
</tr>
</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 participate. 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 vico tape program.</td>
<td>Monitor to ensure the quality of the training and the success rate of applicants finding jobs.</td>
</tr>
</tbody>
</table>
Conclusion

End this lesson with a brief discussion that reflects on what participants learned through action planning and how they would integrate this into their daily work--or what challenges they would face trying to integrate this into their work.

Mention that the next module will include plenty of practice for participants to develop their own action plans.

In addition, if you haven’t already done so, remind participants there will be a final exam covering the second half of the course, during the first lesson of Module X (Lesson 26).
Module IX: Implementing Action Plans and Next Steps
During this module, participants will be required to use the information taught in the previous lessons and draw on their individual experiences to create their own group action plans. The class 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

Overview: This module will bring together the lessons learned throughout the course and require 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.

Objectives
After this lesson, participants will be able to:
1. Work as a group and create an action plan that can be used in the community.
2. Present the action plan to the class in a detailed and professional manner.

Time: 4 hours

Preparation Required:
- Determine which participants work in the same areas so that forming of groups is a quick process.
- Make available enough poster paper for each group.
- Prepare prop to be used as a microphone.
- Arrange for projector and laptop if participants want to present electronically.

Methods to be Used: Group work, presentations.
Activity 25.1: Group Work on Action Plans

Time: 90 minutes

Explain to the class that they are now going to have the opportunity to create their own action plans for an issue or problem in their geographical work area. Explain this is a very important activity because the goal is for the groups to take these action plans back to their communities and implement them in order to address a pattern of community crimes or create a large-scale intervention or prevention program. Remind participants that crime prevention is a major priority for the TTPS, and they can work together to implement these plans, and will receive ongoing technical support from facilitators.

Explain the following details to the class before breaking them up into groups:

- The class will be broken up into groups, preferably based on those who live and/or work in the same or adjacent communities.
- Each group will be required to select one of four possible issues as presented by the facilitator.
- Groups should use the blank action planning sheet on page 89 of the Participant Handbooks, with poster paper as an additional support for presentations.
  - Note: use of laptop computers is also an option and, perhaps preferable if participants have them. This way participants can save, modify and redraft their proposals as needed.
- Each group will have 90 minutes to create the first draft of their action plan during Activity 25.1.
- After 90 minutes, each group will be called upon to present the plan in Activity 25.2.
- After these presentations participants will have 45 minutes to work in their group to modify and make changes to their action plans (also as part of Activity 25.2).
- Finally, subsequent to this, each group will be called upon to present their changes to the class.

Remind participants of the following before breaking them into groups:

- Involve different community partners and stakeholders.
- Address underlying social root causes of crime and violence.
- Think about evidence-based programming that has been introduced to the class.
- Use the Crime Triangle, SARA and CPTED if it will help.
- Focus on youth based issues if possible.
- Include existing programs from their area or region if those programs are working.
- Include youth camps and youth dialogues.
- Develop messaging and media portion to the plan.
Tell participants that their finished product should cover the following:

- Written explanation of the problem
- The goals of the plan
- Partners involved
- Actions that will be taken to complete the plan
- A completed action plan worksheet that details all facets of the plan. A blank copy of an action plan layout can be found on page 89 of the Participant Handbook. This should be same template as used in Module 8.
- Any written or drawn out work that utilized the Crime Triangle, SARA or CPTED.

Remind participants that once the groups are finished with the design of their action plans, each group will present the plans to the entire class and the plans will be critiqued by other participants and facilitators.

**Facilitator Tip**

Groups should be determined by facilitators prior to class and groups should not be larger than 5-6 with no more than four total groups. Remember to build groups around similar geographical areas if possible.

Break the class up into the groups and instruct the groups to begin. Facilitators should monitor the progress and be available for questions and guidance throughout the process.
Activity 25.2 – Presentation of Action Plans

Time: 2 hours and 30 minutes

After 90 minutes, or sooner if all groups have completed their action plans, the facilitator should stop the activity and tell the class they are now going to present their plans.

Ask one group at a time to stand up before the class and present their plans. After each plan is presented, ask the other class participants for feedback on the plan, starting first with the positive aspects, and then moving to the “areas of opportunity.” Following the feedback from other students, the facilitator should summarize the positive and negative aspects of the plan, including their own suggestions for improvement moving forward. This exercise should be repeated for each group.

At the end of each presentation, be sure to ask participants what initial steps they will take toward implementation upon returning to their regularly assigned worksites.

Allow approximately 15 minutes for each group to present, and 5 minutes for feedback after each of their presentations.

Facilitator Tip
Facilitator should be looking for the following when critiquing action plans:

- Completed work for the Crime Triangle, SARA or CPTED a brief explanation of what the group learned using these problem solving tools.
- Broad range of stakeholders or community partners involved. Are there any additional partners that should have been included?
- Did the group identify hot spots?
- Did the group consider social crime prevention theories?
- Is there interagency community collaboration?
- Is the group including evidence-based prevention and intervention techniques?
- Is the group targeting root causes and overall patterns, or isolated cases of crime?
- Are youth camps and youth dialogues included?

After the presentations are complete instruct the groups to work together for the next 45 minutes to modify or make needed changes to their action plans. Remind participants that the goal is to utilize these plans when they return to their work and communities.

After 45 minutes, have each group present their changes to the class. Allow approximately 10 minutes for each presentation and the facilitator should provide feedback about the modifications.
Facilitator Role Play

If time permits, at the end of each group's presentation, the facilitator has the option to conduct a role play, acting as a reporter that is covering a story about the problem the group is trying to fix and their potential plan. The role player should use a prop that resembles a microphone and ask their question as if using the microphone prop. Have the participant answer the questions as if answering into the microphone.

Ask the group for a volunteer, preferably one who has not presented much to the class. Use this opportunity to ask a few key questions of this volunteer, as a member of the media might when reporting on the story, such as:

• What is the problem that is occurring in this area?
• Why do police and others feel it is important to address this?
• How is this issue affecting the neighborhood?
• What is your plan to fix it?
• Why have you waited to so long to fix it?
• What would you like the public to know, and how can we participate?

This should be a fun 5-minute exercise that tests knowledge and scope of the problem, a summary of the action plan (different partners and potential solutions), and the participant’s assertive communication skills.

Conclusion

Thank the class for all of the hard work on their action plans and throughout the course up until now. Explain that in the next module they will be taking the final exam and have an opportunity to make any changes or corrections to their action plans in preparation for applying them upon on their return to work.

Explain the results of the exam will be provided during the next module and the class will look to the future of crime prevention efforts in Trinidad and Tobago.
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. Participants 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, participants will take the final exam for this course to test their knowledge of the information presented and prepare them for crime prevention efforts in their own communities.

During Lesson 27, participants 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. Participants will also be asked to complete course evaluation forms so that facilitators can look for any needed areas of improvement.
Lesson 26: Final Exam

Overview: This lesson will assess participants’ understanding of and ability to apply key course concepts. It is a tool for measuring not only participants’ knowledge, but also the effectiveness of the course and facilitators across the entire length of the class. Results of this final exam will be graded and returned to participants as part of a review in Lesson 28, the final lesson of the course.

Objectives
After this lesson, participants will be able to:
   2. Demonstrate and apply their mastery of crime prevention course content in the field.

Time: 60 minutes

Preparation Required
   • Facilitator should print out copies of the exam in advance of class.

Methods to be Used: Testing.
Activity 26.1- Final Exam

**Time:** 60 minutes

Explain to the class they are now going to take the final exam covering the second half of the course, and they will have 60 minutes to complete it. Tell participants that after the exam, they will use the next hour session to work with their groups from Module IX to make corrections or add to their action plans. Mention that during the third hour of this module the class will review their final exams and will discuss the future steps of crime prevention efforts for this program and Trinidad and Tobago.

After finishing the above comments, facilitators should provide each participant with a final exam to complete and explain if any participant finishes early they can give their exam to a facilitator and wait quietly at their seats or outside in the hallway. If the class does not have any questions, allow participants to begin the exam.

At the end of 60 minutes, the facilitator should stop the testing and collect the exams.

An answer key for the exam can be found on page 222 of this manual.
Final Exam

Name: ____________________________________________________________

Rank: ___________________ Unit: _________________________________

Score: _____ out of 60

Multiple Choice

For the following questions, please select the BEST response only. Each answer is worth 3 points.

1. What do you call physical aggression, sexual coercion, psychological abuse and controlling behavior within an intimate relationship?
   a. Broken Windows Theory
   b. Domestic Violence
   c. Root cause of crime
   d. Teen Dating Abuse

2. You are planning to advocate for using spots on TV, billboards near schools and highways, newspapers, and Facebook messages in an effort to tackle domestic violence. What is that an example of?
   a. Education of “zero tolerance”
   b. School-based programs
   c. Public education campaign
   d. Home visits of high-risk families

3. What does evidence-based policing refer to?
   a. Waiting for research to answer all questions on a particular topic before responding
   b. Policing that replaces community-specific knowledge and removes the police department’s authority for crime control decisions
   c. Use of research and outcome of police work on crime analysis to guide implementation, operations and agency-wide policies
4. What strategies have been found effective in crime prevention research?
   a. Proactive, tailored, place-based
   b. Advocacy-based, evidence-based, school-based
   c. Reactive, focused, community-wide
   d. Place-based, responsive, cost-efficient

5. What should a community mapping include?
   a. Location and types of crimes
   b. Location and types of community resources
   c. All of the above
   d. None of the above

**Fill in the Blank**

For the following statements, choose the BEST response to fill in the blanks. Each answer is worth 2 points.

6. The Caribbean islands have ________________ rates of sexual violence compared to the world average.
   a. Higher
   b. Lower
   c. The same
   d. Unknown

7. The belief that police ought to be allowed to exercise their authority to maintain social order, manage conflicts and solve problems in communities is called ________________.
   a. Ethical leadership
   b. Police legitimacy
   c. Procedural justice
   d. Corruption
8. Determining what can be done to improve the problem is part of the ____________ step of the SARA approach.
   a. Scanning
   b. Analysis
   c. Response
   d. Assessment

Older males are regularly harassing young girls on a daily basis on their way home from school. These incidents are generally taking place on narrow secluded streets or alleys, with relatively little chance of being witnessed by others.

9. The young girls returning home from school represents the ___________ in the crime triangle:
   a. Offender
   b. Victim
   c. Opportunity

10. The streets with little surveillance possibilities represent the _____________ in the crime triangle:
    a. Offender
    b. Victim
    c. Opportunity
### Matching

11. Match the examples on the left with the cycle of violence stages on the right (4 points).

| a. Physical, sexual, and emotional abuse | i. Tension Building |
| b. Minimizing the abuse or acting as if it didn’t happen | ii. Explosion |
| c. Abuser is sorry and apologetic and makes promises | iii. Honeymoon Phase |
| d. Ongoing minor incidents of physical and/or emotional abuse make the victim feel like “walking on eggshells” | iv. Denial |

12. Match the examples on the left with the evidence-based practice on the right (4 points).

| a. Targeting a hot spot in a location where crimes are concentrated | i. Focused/tailored |
| b. Involving community centers, churches, and sports clubs in response to domestic violence | ii. Place-based |
| c. Developing a program for 11 to 14 year old gang members | iii. Proactive |
| d. Implementing a program that presents youth with different options before they commit violence | iv. Multi-agency approach |
Short Answers

13. List 3 of the risk factors for domestic/intimate partner violence (3 points). In your answer, please mention whether each factor can be characterized as a risk for the victim, perpetrator, family, relationship community or society.

14. List 3 concrete examples of conventional and social media that can be used as part of a media strategy (3 points). Please identify within your answer which examples are convention and which are social media.

15. Give one concrete example of how CPTED might be applied in real life in your daily work. Describe in detail the steps involved in using it (2 points).

16. You are assigned to work on a targeted hot spot that is experience significant rises in crime. In sitting with your supervisor and colleagues, you are looking at ways to work with the community to apply some of the recently learned crime prevention techniques. Describe in detail the 4 steps you would take to use the SARA problem-solving model (4 points).
Answer Key

The exam is worth a total of 60 points:
- Questions #1 – 5 are each valued at 3 points.
- Questions #6 - 10 are worth 2 points.
- Questions #11 – 12 are worth 4 points.
- Questions #13 – 14 are worth 3.
- Question #15 is worth 2.
- Question #16 is worth 4.

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<th>Correct Answer</th>
<th>Reference within Course</th>
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<td>2 c)           <img src="Lesson%2011" alt="" /></td>
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<td>3 c)           <img src="Lesson%2017" alt="" /></td>
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<td>5 c)           <img src="Lesson%2022" alt="" /></td>
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<td>12 a. ii) b. iv) c. i) d. iii)</td>
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13) Answers should include 3 of the following. **Victim:** women aged 16-24; low income; repeat victim; verbally abusive partner; partners are jealous. **Perpetrator:** prior convictions; heavy alcohol and drug use; history of aggressive juvenile delinquency; family adversity; low academic achievement; unemployment; parenthood at young age. **Relationship:** marital conflict or instability; dominance and control by one partner; economic stress; unhealthy family relationships; one of the partners is trying to leave the relationship. **Community:** poverty and associated factors (e.g., overcrowding); lack of social institutions or relationships; weak community sanctions. **Societal:** traditional gender norms.

14) Answers may vary but should include 3 of the following (one point each): conventional media includes television, radio or newspaper; social media includes Facebook, Twitter, blogging, police websites and webpages. Full points will be given for concrete examples, half credit for just saying the general category (e.g. TV, webpage, etc.).

15) Full credit for a well thought out example that clearly defines and demonstrates CPTED’s use. Half for a simple definition.

16) Full credit for a well thought out definition of the 4 steps in SARA and a
Overview: Participants 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.

Objectives:
After this lesson, participants will be able to:
1. Take a finalized version of their action plan back to their home police station for launch, implementation and evaluation in the field.

Time: 60 minutes

Preparation Required: None.

Methods to be used: Group work.
Activity 27.1 – Group Work to Finalize Action Plans

**Time:** 60 minutes

Ask the class to break into the same groups from Module IX and explain they have 60 minutes to make any corrections or additions to their action plans as per the feedback received from classmates and the facilitator. Tell them the goal of this hour is to get their action plan implementation ready so they can apply it as soon as they return to their field stations.

After breaking up into the same groups, participants should begin working on their plans. Be sure to go around the room and sit in on each group’s efforts long enough to gauge any changes to the plans that result in a more improved outcome.

After 60 minutes, ask the groups to stop working. Have a volunteer share how this last group exercise went for them with the rest of the class.

Explain that in the next lesson the class will discuss the future and next steps of crime prevention efforts.

**Facilitator Tips**

If this class is being taught straight through as a five-day course, in addition to providing technical support to the groups, the facilitator will need to also review the results of the final exam briefly to give participants feedback on this exam during Lesson 28. If teaching in two-person teams, one facilitator can be available to aid the group work efforts, while the second dedicates the hour to grading exams.
Lesson 28– Next Steps and Looking Forward

**Overview:** This lesson will give participants a review of the second half of the course, and discuss the next steps moving forward. The facilitator will take this as an opportunity to hand back the final exams completed during Lesson 26. Participants will also be asked to complete course evaluation forms so that the facilitator can look for any needed areas of improvement.

**Objectives:**
After this lesson, participants will be able to:
   1. Recognize and articulate key class concepts from the second half of the course (everything after the mid-term).
   2. Discuss the future goals of crime prevention in their area.
   3. Complete an evaluation of the course.

**Time:** 60 minutes

**Preparation Required:**
- Poster paper, whiteboard or PowerPoint with key lesson contents listed out in advance of class. Facilitator should be sure to include materials which caused participants the most problems on the mid-term exam.
- Prepare class evaluation forms.

**Methods to be used:** Discussion.
Activity 28.1 – Review of Final Exams

Time: 20 minutes

The facilitator should start off this lesson by congratulating the participants on the completion of the course, and thank students for all of their class participation and hard work. Explain that in this final lesson the class is going to take some time to talk about the crime prevention in Trinidad and Tobago. Let them know, however, that first they will be reviewing the results of the final exam.

Take a few minutes to hand back the final exams to course participants. Using the answer key provided in Lesson 26 and below, review the correct response for each individual question. Do so by going through the questions one-by-one, and asking for volunteers to share their answers with the rest of the class. For multiple choice questions, have each volunteer explain why they chose what they did, based on their understanding of course material. Depending on the results of the exam, you may need to review some or all of the following key points with participants:

- 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

As done in the previous review session in Lesson 16, for each of the terms listed above, have the participants explain the idea in their own words, before revealing the answer on the poster paper or PowerPoint. Once they have finished defining the concept, summarize participants’ response and fill-in any details as needed. Do note that there will be significantly less time for this activity than when it was done after the mid-term; however, because participants have spent a lot of time working on action plans in this part of the course, they should be more comfortable articulating and applying key concepts.

Ask the class if there are any questions at this point on key content. If not, or after responding to any questions, move onto Activity 28.2 on the next page.
## Final Answer Key

<table>
<thead>
<tr>
<th>Correct Answer</th>
<th>Reference within Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 b)</td>
<td>Lesson 13</td>
</tr>
<tr>
<td>2 c)</td>
<td>Lesson 11</td>
</tr>
<tr>
<td>3 c)</td>
<td>Lesson 17</td>
</tr>
<tr>
<td>4 a)</td>
<td>Lesson 17</td>
</tr>
<tr>
<td>5 c)</td>
<td>Lesson 22</td>
</tr>
<tr>
<td>6 a)</td>
<td>Lesson 13</td>
</tr>
<tr>
<td>7 b)</td>
<td>Lesson 20</td>
</tr>
<tr>
<td>8 c)</td>
<td>Lesson 23</td>
</tr>
<tr>
<td>9 b)</td>
<td>Lesson 23</td>
</tr>
<tr>
<td>10 c)</td>
<td>Lesson 23</td>
</tr>
<tr>
<td>11 a. ii) b. iv) c. iii) d. i)</td>
<td>Lesson 23</td>
</tr>
<tr>
<td>12 a. ii) b. iv) c. i) d. iii)</td>
<td>Lesson 17 and 18</td>
</tr>
</tbody>
</table>

13) Answers should include 3 of the following. **Victim:** women aged 16-24; low income; repeat victim; verbally abusive partner; partners are jealous. **Perpetrator:** prior convictions; heavy alcohol and drug use; history of aggressive juvenile delinquency; family adversity; low academic achievement; unemployment; parenthood at young age. **Relationship:** marital conflict or instability; dominance and control by one partner; economic stress; unhealthy family relationships; one of the partners is trying to leave the relationship. **Community:** poverty and associated factors (e.g., overcrowding); lack of social institutions or relationships; weak community sanctions. **Societal:** traditional gender norms.

14) Answers may vary but should include 3 of the following (one point each): conventional media includes television, radio or newspaper; social media includes Facebook, Twitter, blogging, police websites and webpages. Full points will be given for concrete examples, half credit for just saying the general category (e.g. TV, webpage, etc.).

15) Full credit for a well thought out example that clearly defines and demonstrates CPTED’s use. Half for a simple definition.

16) Full credit for a well thought out definition of the 4 steps in SARA and a clear application of the model. Half for a general explanation.
Activity 28.2 – Discussion on Looking Ahead and Future Goals

Time: 25 minutes

Start out this activity by reminding participants that crime prevention is a critical priority for the Bahamian government and, especially of course, the police. Within that, let them know that, as part of this course, it is expected that in the first year and half it is taught, almost 1,000 law enforcement, judicial sector, and other officials, are expected to be prepared with foundational knowledge of key concepts in crime and violence prevention among youth.

Tell them that it is expected that these individuals will reach out to another approximately 5,000 youth in their day-to-day jobs, through community mobilization and outreach, public campaigns, and the implementation of action plan strategies in targeted hot spots.

As part of these efforts, select participants who complete this course will receive follow-up technical support on the implementation of action plans focused on specific community issues, such as substance abuse, domestic violence, gang reduction and other issues. Particular emphasis will be placed on efforts that target youth through the nationwide network of police youth clubs and the dialogues that take place therein. These action plans 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.

Tell the participants there will be an emphasis on “hot spots” where crime and violence rates are particularly high. These action plans will be created by crime prevention course participants based on their perception of local needs, working in close collaboration with youth and adult leaders in each community to ensure these needs are identified and met. Select projects deemed to have a high degree of potential for success will be awarded small community grants of $2,000 US dollars each to enhance implementation as per a well-thought out and justifiable budget. Possible projects could include drug and gang resistance activities, neighborhood improvement, CPTED design that reduce opportunities for crime, or recreational and educational activities.

Explain that there will also be efforts to promote cross-agency collaboration between police and other justice sector officials. As part of this, youth will be given an opportunity to participate in experiential learning that introduces them to the courts and police stations to observe how they work. Crime prevention efforts will also include the use of mock courts, so students can role play different profiles in the court room, and cover the variety of facets involved in holding a trial. Moreover, it will also entail youth “shadowing” court administrators and police so that they learn firsthand what kinds of challenges these officials face on the job, and how important their collaboration as citizens is in making the system function.
Explain other potential goals include the creation of interagency working groups to monitor and evaluate programs and ensure that lessons learned are examined within the police, government, civil society and other groups.

Tell the class that everyone in the class is a part of this program and, now that they have learned about the overall approach, it is time to hear from them about what they think of the strategies outlined and the direction for their country in terms of violence reduction. Ask participants for their opinions about the strategies just discussed and what they think will work. The facilitator should encourage participants to give their honest opinion.

After the discussion is finished, explain that crime rates, drug use and neighborhood livability can all be improved if community organizations work together and implement the programs discussed in this course. Tell the participants that they have been given the tools and now it is up to them to go back to their communities and change the lives of young people and the future of their neighborhoods and country.
Activity 28.3 – Participant Course Evaluation

**Time:** 15 minutes

The facilitator should hand out the evaluation forms found on the following page and page 94 in the Participant Handbook. Ask the class to take a few minutes to complete them. Explain their input is very important for the improvement of the course because it allows for improvement on future iterations of the course.

Tell participants that when they finish the evaluation forms they are free to leave.

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**Facilitator Tips**

Time and resource permitting, the facilitator might also consider closing the course with a certificate award ceremony. Using certificates signed by the police commissioner and/or other key government officials gives significant weight to the course content and overall goals by demonstrating that the materials covered there are a priority for the institution. Moreover a closing ceremony also provides the opportunity for a formal final statement from the facilitator, and/or other key officials, and creates a sense of community and importance for the course participants, as proactive agents of changes in the promotion of crime prevention.
Final Evaluation

This activity will be used to evaluate the course effectiveness. As part of this, please complete the following evaluation of the course and its facilitators. 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. 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>
</tr>
</thead>
<tbody>
<tr>
<td>1. The course objectives and key concepts were clear.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>2. The lessons were well organized.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
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<tr>
<td>3. The lectures were interesting and engaging.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>4. The learning activities helped participants understand the course material.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>5. The support material (handbook, slides, flipchart) was appropriate.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>6. The time was well managed so that sessions were not too long or too short.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Facilitators</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>7. The facilitators were knowledgeable about crime prevention.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>8. They actively involved participants in the learning process by encouraging participation.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>9. They seemed receptive to participants by creating a friendly and fair atmosphere.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Overall Evaluation</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>10. The team demonstrated professionalism in their body language and attitude.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<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>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<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>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</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>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>Concept</th>
<th>Definition</th>
<th>Lesson</th>
</tr>
</thead>
<tbody>
<tr>
<td>managing anger</td>
<td></td>
<td></td>
</tr>
<tr>
<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 and Violence</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>
</tr>
<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 factors 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 24, 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, Intervention and</td>
<td>A strategic planning process that emphasizes communities assessing their own gang problems and then developing their</td>
<td>Lesson 11</td>
</tr>
<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>
</tr>
<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>
</tr>
<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>
</tr>
<tr>
<td>Concept</td>
<td>Definition</td>
<td>Lesson</td>
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</tr>
<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>