

INTRODUCTION TO PROBLEM-ORIENTED POLICING

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- Provide some background on problem-oriented policing and problem solving
- Then go through a model used in Chicago to implement a community-oriented problem solving program

Overview

- What is a problem and what is problem-oriented policing?
- Model for problem solving from Chicago
 - ▣ 5 step model for problem solving
 - ▣ Examples of responses
 - Situational crime prevention
 - Partnering with community stakeholders
 - Responses for dealing with disorderly juveniles
 - Examples of responses from Boston problem-oriented policing study

-Here is an overview of this training module

Current Project

- Apply problem solving and problem-oriented policing to high juvenile crime hot spots
 - ▣ Small target area (single street segment)
 - ▣ Focus on community involvement and engagement throughout the problem solving process
 - ▣ Focus on non-arrest responses to address the problem
 - Not eliminating arrest as an option

-This is just to recap the discussion from this morning about what this intervention will look like and how problem solving fits in

What is a Problem?

- Problem = a group of related incidents or an ongoing situation that concerns a significant fraction of those who live or work in a particular area
 - ▣ Does not have to just be serious crimes
- Problems unlikely to disappear without an active intervention; problems are persistent
- Problems are situations or clusters of incidents that can potentially be impacted by resources from police and the community

From Skogan et al., 1999, p. 35

- An important first step is defining what we mean when we talk about a problem
 - Group of related incidents or calls
 - Problems are persistent
 - Something police and community can do something about

-This definition comes from Skogan and colleagues in their book about problem solving in Chicago (*On the Beat: Police and Community Problem Solving*)

CHEERS Test for Defining Problems

Community

Harmful

Expectation

Event

Recurring

Similarity

-The CHEERS test is an acronym you can use for thinking about what needs to be in place for something to be considered a problem- 6 required elements

-Community- members of the public must be experiencing the event (who in the community is affected by the problem?)

-Harmful- people or institutions must suffer harm- doesn't have to just be legal harm (what are the harms created by the problem?)

-Expectation- public expects police to do something- evidence of this may be calls for service, press accounts, community meetings (what are the expectations for the police response?)

-Event- must be able to describe discrete events making up the problem (what types of events contribute to the problem?)

-Recurring- events happening repeatedly, often-long term (how often do these events recur?)

-Similarity- recurring events need to have something in common (e.g. same offender, same type of victim); with hot spots we know there is some level of geographic clustering (how are the events similar?)

What is Problem-Oriented Policing? (POP)

- Problems are subject to microscopic examination to learn as much as possible about the underlying causes of the problem and to develop a new and more effective strategy for dealing with it
- POP involves implementing the new strategy and evaluating its effectiveness

See: <http://www.popcenter.org/about/?p=whatiscpop>

-Now that we've defined a problem, what is problem-oriented policing or POP?

-POP involves really carefully examining the problem and designing and implementing a new approach to dealing with the problem and then evaluating the effectiveness of this new approach

-This definition comes from the Center for Problem-Oriented Policing funded by the Office of Community Oriented Policing Services

Key Elements of POP

- A problem is the basic unit of police work rather than a crime, a case, a call, or a incident
- A problem is something that concerns or causes harm to citizens, not just the police
- Addressing problems means more than quick fixes: it means dealing with conditions that create problems

See: <https://www.popcenter.org/about/?p=elements>

-So what are some of the key elements of POP?

-The problem is the basic unit

-Thinking of how particular calls, incidents, and arrests cluster together in problems

-Citizens are being harmed by the problem

-Problem solving- dealing with the underlying conditions that created the problem in the first place

Problem Solving in Policing Today

- Problem solving is already happening sometimes, but policing is often incident or call-driven
 - ▣ Officers don't always have the time, resources, and support to engage in problem solving
- Problem-oriented policing involves a more sustained organizational push towards problem solving instead of just the ad hoc efforts of individual officers

-Problem solving is happening already in policing, but not typically in a sustained way, because of a lack of officer time and organizational support

-POP is really about a more long-term effort with the organization providing support and resources, which is what we will have in the West Precinct with this project

Community Policing Teams in SPD

- SPD currently engaged in problem solving through CPT officers
- CPT officers follow tenets of problem-oriented policing
 - ▣ Focus on long-term, persistent problems
 - ▣ Spend time getting to know and fully understand the problems and concerns of businesses and neighbors
 - ▣ Work with community members/business owners to resolve and prevent problems
 - ▣ Use a variety of responses to appropriately address specific problems (e.g. hot spots patrols, nuisance abatement, community partnerships)

-In terms of the Seattle Police Department, some problem solving is already happening in a more organized way with the Community Policing Teams

-CPT framework is very applicable to what we will be talking about today

- Focus on chronic problems
- Focus on tailoring responses to the specific problem
- Focus on working with community partners

CAPS Problem Solving Model

- 5 step model used by the Chicago Police Department as part of the Chicago Alternative Policing Strategy (CAPS) to guide problem solving efforts:
 1. Identify and prioritize problems
 2. Analyze problems
 3. Design response strategies
 4. Implement response strategies
 5. Assess the success of response strategies
- Program was not just a “police program”
 - ▣ Collaboration with community members important in every step

-How can we implement problem solving in practice?

-Going to describe a 5 step model adopted in Chicago to implement a community-oriented problem solving program as part of CAPS

-We'll go through the steps, being guided by the work of Skogan and colleagues. The *On the Beat* book is also available as a PDF on Skogan's website (skogan.org) for those interested in reading more about problem solving in Chicago

1. Identify and Prioritize Problems

□ Identifying recurring problems

- ▣ Community meetings/consulting with community groups
- ▣ Citizen complaints
- ▣ Review of calls for service, incidents, arrests- repeat patterns
- ▣ Consulting with officers, supervisors, detectives, mid-level managers and command staff
- ▣ Consulting with social service/governmental agencies

□ Prioritizing the problems

- ▣ Create a list of problems to focus on- 3-4 was the best approach in Chicago
 - Importance of community input in creating priorities
- ▣ Be sure problems are specific and well-defined

-The first step is identifying and prioritizing problems

-Some of the work will already be done here- you'll know these are streets with a lot of juvenile crime problems, but this step is to dig a bit deeper to better understand the particular problems in each hot spots

-As you can see, there are a number of sources you can use to identify problems

-Once you've identified problems, depending on how many there are, you may need to prioritize which ones to focus on, based on level of seriousness and community input

-3-4 problems per beat in Chicago was ideal- not a strict guideline as they were dealing with larger geographic areas

-The key is to be addressing the problems with community views as most harmful

Identifying Stakeholders

- Local service/government agencies with jurisdiction or an interest in the problem
- Community groups and agencies
- Victims of the problem
- Neighbors, coworkers, friends and relatives of victims or hot spot residents/visitors affected by the problem
- Agencies or people that have some control over offenders
- Commercial establishments adversely impacted by the crime or disorder problem
- National organizations with an interest in the problem

-Another part of this first step is starting to think about stakeholders who might be useful partners in developing and implementing a response

-Always want to think about how to involve outside groups and community partners

-Here's just a list of some potential stakeholders that might be relevant...

-When thinking about agencies or people with control over offenders- think in particular about schools and recreation programs

-Businesses will be particularly relevant in some of these hot spot streets that have few residences but many commercial establishments

-National Organizations- can think of things like Big Brothers, Big Sisters, National Crime Prevention Council, M.A.D.D.

2. Analyze Problems

- Full analysis of problem needed to develop best response
- Analysis may not always be complicated, but it should always be as thorough as possible
- Analysis process helps those involved learn more about the problem
- “Analysis helps ensure that strategies selected will actually address the problem’s most important aspects and not just its most readily obvious symptoms” (Skogan et al., 1999: 41)

-The second step is really important- analyzing the problem or problems you’ve identified

-The key is to make sure the analysis is thorough

-The quote from Skogan and colleagues is important to consider- want to be sure you’re doing a thorough enough analysis to understand all the most important aspects of the problem

-Sometimes people want to rush through or skip this step, which is understandable, since once you’ve identified a problem you want to move quickly to solve it. But it’s a huge mistake to not do a thorough analysis. Without this step, you won’t be able to design the most appropriate response that will have the best chance of solving or addressing the problem

Basic Problem Analysis Triangle

Offenders = e.g.
What kind of
juveniles are
involved? How
many? Do they
have records? Are
they from the area?
Are they involved
in gangs?



Place= e.g. Why this
location? What
businesses are nearby?
What schools are
nearby? What features
of the location are
contributing to the
problem?

Target/victim = e.g. Who are the victims? Why are they
vulnerable at this place/time? What do the victims have in
common? How could victimization be avoided/reduced?

-Going to review 2 problem analysis triangles- you may already be familiar with these

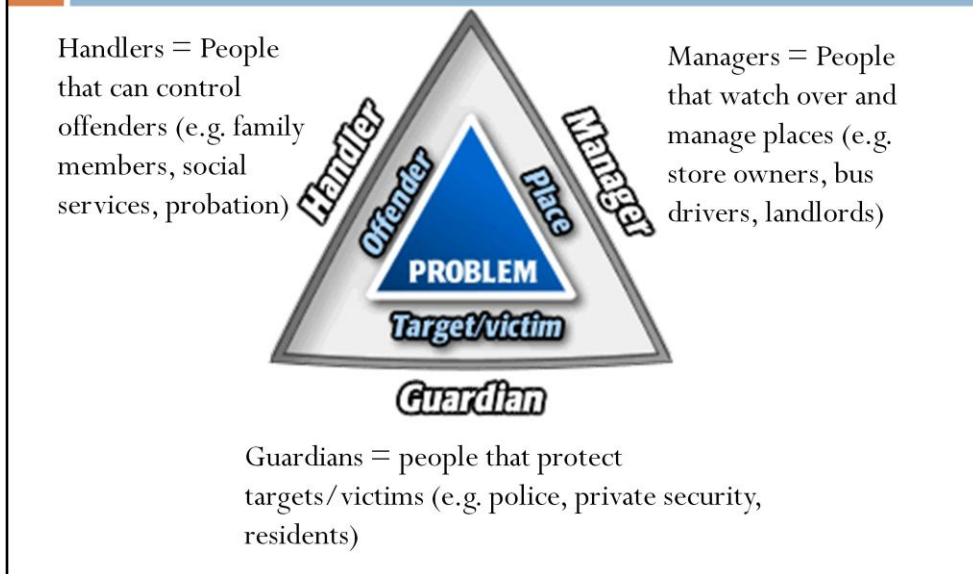
-The triangles overall come from the ideas in routine activities theory discussed earlier by Dr. Gill

-The key here is to think about multiple components and actors that play a role in the problem- not just the offenders- although they do play an important role

-I've included some sample questions on each side of the triangle that can help in analyzing the nature of the problem.

-The goal here is to better understand why victims (which can be people or property) are being targeted by offenders at the locations that make up the hot spots

Advanced Problem Analysis Triangle



-Here's a more advanced problem analysis triangle. We've added another triangle around the basic analysis triangle.

-This outer triangle focuses on controllers for each of the original three elements

Handlers = people who control offenders and know them well (parents, teachers, coaches, or could be more formal like police)

Managers = people that watch over places and have some responsibility for controlling places (store owners, bus drivers, landlords, teachers)

Guardians = people that protect targets and victims or even themselves; can include residents watching out for home and neighborhoods or can be more formal guardians like security guards and of course the police

Recommendations for Analyzing

- Need to identify and understand events and conditions that precede and accompany the problem
- Examine how the problem is being addressed and any strengths/limitations of the current response
 - ▣ What's happening now that is or isn't working?
- Recognize that comprehensive analysis often reveals things that are not obvious at first
- Narrow the scope of the problem if necessary
- Identify resources that may be of assistance in developing a deeper understanding of the problem

-Here are some recommendations and tips for problem analysis

-Problem analysis triangles can help identify all the components of the problem and what existing controllers there are and how deficits in controllers may be facilitating the problem

Sources for Problem Analysis

- Broad and comprehensive search for information on the problem is important and useful
 - Use of materials/resources from crime analysis
 - Review of crime data/incident reports
 - Resident/business surveys
 - Discussions/meetings with residents/business owners
 - Consultation with neighborhood/community groups and religious leaders
 - Crime environment surveys/assessments of the physical environment
 - Discussions with school administrators/teachers
 - Collaboration with other city agencies
 - Interviews with victims and offenders
 - Use of online/library resources
 - Center for Problem-Oriented Policing: <http://www.popcenter.org>

-The goal with analysis is to be broad and comprehensive. Here's a list of some potential sources to learn more about the problem...

-Important to learn as much as possible from the community about the nature of the problem

-CPTED surveys can be very useful here

-Lots of resources from the Center for Problem-Oriented Policing

3. Design Response Strategies

- Response should be based on what was learned by analyzing the problem
 - ▣ Be clear on mechanism linking response to solving problem
- Ideally “knocking down” multiple sides of the triangle in a comprehensive way that doesn’t rely exclusively on enforcement
- A variety of potential responses may be more effective than a single response in some situations
- Can require some “thinking outside the box”
 - ▣ Creativity is beneficial here

-The third step is designing a response to address the problem. This step should really be driven by what you learned in the prior step- so that your response is tailored to what the analysis revealed about the problem

-The goal is to knock down multiple sides of the triangle if possible (e.g. focusing on both characteristics of offenders and the place) ideally in a way that isn’t focused entirely on enforcement

-Might need a multi-component response, particularly for complicated long-term problems

-Creativity is a good thing here

Response: Overall Suggestions

- Responses shouldn't necessarily be limited to the police.
 - ▣ Other agencies and the community often need to be involved and take some responsibility
- Important to state specific objectives for the response and outline a response plan with clear roles and responsibilities for all parties involved
- Responses should be manageable given the resources, available time, and urgency in solving the problem

-Here are some overall suggestions...

-Try to involve community groups and other outside agencies

-When you're working with other groups, it's very important to have a clear plan and clear roles and responsibilities for everyone involved

-The plan needs to be realistic and something that's achievable given the time and resources you have

Examples of Responses

- Situational crime prevention
 - ▣ Changing conditions of the physical and social environment in the hot spot that provide opportunities for criminal acts
 - ▣ e.g. Increasing the number of places managers
- Civil remedies/nuisance abatement
- Partnering with community stakeholders
- Strategies for dealing with disorderly juveniles
- Examples of responses from POP in Boston

-We're going to now spend some time on examples of responses- every problem is different, so responses should be tailored to the specific problem, but these are some non-arrested based approaches that may prove useful in the hot spots

-Going to focus in particular on situational crime prevention as one way to address high crime places

-Also really important to think about ways to partner with the community throughout this process

Situational Crime Prevention: 5 Ways to Modify a Situation

- **Effort** the offender must make to carry out the crime
- **Risks** the offender must face in completing the crime
- **Reduced rewards** or benefits the offender expects to obtain from the crime
- **Reduced provocations** that may tempt or incite offenders into criminal acts
- **Remove cues** that offenders may use to “rationalize” or justify their actions

From : <http://www.popcenter.org/25techniques.htm>

-There are 25 different techniques of situational crime prevention (we've included a handout in your binder) that can be divided into 5 categories

-These categories all share in common the idea of modifying situational dynamics in an effort to reduce the opportunities for crime and disorder to occur

Increase the Effort

- Harden targets
 - ▣ e.g. Encouraging businesses to use locks or screens
- Control access
 - ▣ e.g. Encouraging security gates or access systems for building
- Screen exits
 - ▣ e.g. Encouraging use of security tags in stores
- Deflect offenders
 - ▣ e.g. Street closures
- Control tools/weapons
 - ▣ e.g. Gun enforcement

-We are going to go through the 25 techniques, recognizing that there can be overlap and particular techniques may fit in multiple categories

-Harden targets- perhaps the most common technique, goal here is to create physical barriers to reduce opportunities

-Control access- keeping people out of places they don't belong

-Screen exits- want to be sure people leaving haven't stolen anything

-Deflect offenders- move offenders away from targets
-Dead-end streets and street closures as part of Operation Cul De Sac in Los Angeles helped reduce drive-by shootings

-Control tools/weapons- can think about in the Wild West, how to they used to make you surrender your pistol at the door to the saloon to avoid drunk gunfights

Increase the Risks

- Extend guardianship
 - ▣ e.g. Organizing neighborhood watch
- Assist natural surveillance
 - ▣ e.g. Increasing street lighting, defensible space architecture
- Reduce Anonymity
 - ▣ e.g. Requiring school uniforms
- Utilize place managers
 - ▣ e.g. Working with store clerks and bus drivers
- Strengthen formal surveillance
 - ▣ e.g. Greater use of CCTV and private security guards

-Goal here is to increase the risks of being caught for offenders and make it harder for offenders to get away with their criminal actions

-Reduce anonymity- more rarely used technique- but goal here would be to make it easier to identify students on the way to and from school

-Strengthen formal surveillance- of course police response is also important here

Reducing the Rewards

- Conceal targets
 - ▣ e.g. Encouraging citizens to keep valuables out of view in public
- Remove targets
 - ▣ e.g. Encouraging residents to remove expensive items from car
- Identify property
 - ▣ e.g. Encouraging property marking for bicycles
- Disrupt markets
 - ▣ e.g. Checking on pawn shops, crackdowns on street vendors
- Deny benefits
 - ▣ e.g. Using speed bumps, cleaning up graffiti, “bricking” cell phones

-Want to reduce the rewards of offending, whatever they may be- can be material, excitement, getting high, sexual, revenge, respect from peers

-Deny benefits - cleaning up graffiti was very successful on the New York subway- prevented taggers the pleasure of getting to see their work.

-“Bricking” cell phones has become popular more recently as a way to prevent stolen cell phones from being reactivated

Reducing or Avoiding Provocations

- Reduce frustrations and stress
 - ▣ e.g. Importance of procedural justice/police legitimacy
- Avoid disputes
 - ▣ e.g. Controlling crowds at malls/businesses
- Reduce emotional arousal
 - ▣ e.g. Encourage females to avoid walking alone at night
- Neutralize peer pressure
 - ▣ e.g. Dispersing problem juveniles in different classrooms/schools
- Discourage imitation
 - ▣ e.g. Repairing vandalism rapidly

-Here we are thinking about features of the situation that precipitate or induce violence

-Discourage imitation- these ideas come from broken windows theory- a broken window left unrepaired shows that no one cares and encourages further disorder

Removing Excuses

- Set Rules
 - ▣ e.g. Working with apartment complexes to set rental agreements
- Post instructions
 - ▣ e.g. Posting signs about rules in public places
- Alert conscience
 - ▣ e.g. Using anti-shoplifting signs
- Assist compliance
 - ▣ e.g. Installing trashcans to reduce littering
- Control drugs and alcohol
 - ▣ e.g. Ensuring juveniles do not have access to alcohol

-You don't want to allow offenders to make excuses or rationalize their behavior

-Set rules- make sure there's no ambiguity in acceptable conduct

Nuisance Abatement

- Can be useful to find the “owner” of the problem and hold this person responsible
- Hierarchy of responses to get owner to take action (Goldstein)
 - ▣ General education/outreach efforts
 - ▣ Informal requests
 - ▣ More confrontational requests
 - ▣ Engaging with other owners/organizations
 - ▣ Public shaming
 - ▣ Withdrawing or charging for police services
 - ▣ Civil action

-Another potential response is civil action or nuisance abatement. The goal here is to try to shift the responsibility of the problem from the police back to the property owner

-Hierarchy of responses here starting with the most cooperative and ending with the most coercive

-Can be legal or political conflicts here, but with chronic problem properties, more coercive action may be necessary to get owners to take responsibility. These civil actions can be very useful

Partnering with Community Stakeholders

- Collaborative or cooperative relationship with community/neighborhood groups often important in developing a response
- Increasing informal social control in the hot spot is one way to increase monitoring/supervision of activities of juveniles
 - ▣ Residents/business owners have a lot of valuable information about the problem
- Community collaboration can lead to greater support for police actions, which increases legitimacy and sends a strong message to offenders
- Ideally, community groups learn skills that will aid in their future efforts to solve some problems on their own

-With any of these responses you really should be partnering and engaging with residents and community stakeholders as much as possible

-This is especially useful because community groups can bring resources that can be an important part of the response and we'll hear more about these resources later in the training

Strategies for Addressing Disorderly Juveniles

- Creating alternative legitimate places and activities for youth
 - ▣ Creating new places for youth to congregate and providing alternative activities
 - ▣ Providing outreach services to youth
 - ▣ Employing youth at businesses negatively affected by disorderly behavior
 - ▣ Ensuring youth have adequate transportation to and from events

From: http://www.popcenter.org/problems/disorderly_youth/3/#r1

-Also wanted to review some potential responses to a problem that may be common in some of these hot spots—the problem of disorderly juveniles

-A number of different approaches can be taken

-One idea is to create alternative activities and places for juveniles to be. And this is one area where partnership with community groups can be especially useful.

Strategies for Juveniles cont.

- Modifying public places to discourage disorderly behavior
 - ▣ Encouraging youth to gather where they will not disturb others
 - ▣ Avoiding locating businesses that attract youth where others will be intimidated by them
 - ▣ Reducing the comfort level, convenience or attraction of popular youth gathering places
 - ▣ Installing and monitoring CCTV cameras

-You can also think about situational efforts to modify places to discourage disorderly behavior

-Reducing the comfort level might include things like removing benches or other efforts to make places less attractive as hangout areas

Strategies for Juveniles cont.

- Establishing and enforcing rules of conduct for youth
 - ▣ Enlisting others (e.g. parents, coaches, teachers, employers) to exercise informal social control over youth
 - ▣ Establishing clear rules of conduct and educating youth about them
 - ▣ Mediating conflicts between youth and complainants
 - ▣ Denying youths' anonymity
 - ▣ Enforcing truancy laws
 - ▣ Enforcing curfew laws
 - ▣ Banning troublemakers from private property

-You can also modify situations by being clearer on rules of conduct

-Enforcement here does not necessarily have to be arrest-based

Examples of POP Responses

- Three categories of POP interventions implemented in Boston hot spots by Safe Streets teams (396 interventions total across 13 treatment hot spots):
 - ~~Subervinced~~ Supervision
 - ~~Community~~ Community
 - Enforcement interventions

From Braga et al. 2011, p. 600

-Finally, just wanted to give you a flavor of what POP in hot spots has looked like in other interventions. The focus here is on a hot spots problem solving project in Boston.

-Discuss here the two types of interventions that weren't focused on enforcement and arrests. These types of enforcement-based interventions may be appropriate to deal with adult offenders though. Focused enforcement of gang and drug activity, for example, may be important in some of these hot spots.

Examples of Situational/Environmental Interventions

- Removed graffiti
- Removed trash from street/park
- Secured/razed abandoned building
- Added/fixed lighting
- Inspection/regulatory action on bar or liquor store
- Regulatory actions against illegal rooming house/problem property
- Fixed locks at public housing/apartment building
- Posted/fixed signs (e.g., no trespassing, no loitering, etc.)
- Installed CCTV
- Removed overgrown vegetation
- Repaired sidewalk
- Secured/cleaned vacant lot
- Fixed/installed fence
- Added trash receptacles
- Inspection/regulatory actions against other private business
- Removed benches from park to prevent loitering
- Change bus route/address public transportation problem

-A really big list here- suggesting a number of efforts can be taken to change the environment and situational dynamics

-Just to highlight a few...

- Removing graffiti and trash
- Adding lighting
- Dealing with problem properties
- Adding fences
- Dealing with transportation problems

Examples of Community Outreach/Social Service Interventions

- Planned and held a community event (e.g., block party, youth dialogue)
- Established new recreational opportunities for area youth (e.g., basketball league)
- Partnered w/ local agencies to provide youth with social services/opportunities
- Street outreach to homeless, clinicians initiative
- Provided school supplies/toys to local children

-Here are some of the community outreach activities the police engaged in as part of the Boston intervention

-These activities are explicitly focused on serving and partnering with residents and community groups

4. Implement Response Strategies

- Process of carrying out the activities and interventions in the response plan
- Typically is an ongoing process- often are set-backs along the way
- Importance of dividing up and coordinating the work when community partners/other agencies are involved
- Document problem solving responses and activities

-The fourth step is actually implementing the response you've designed

-This can be a long-term process- things don't always go according to plan at first

-A key here is to document what you're doing- we'll go through a worksheet tomorrow morning that can help document the entire problem solving process. Want to be sure we understand what you all are doing as you carry out the response

5. Assess the Success of Response Strategies

- Evaluate what happened and learn from the experiences
- CEBCP/George Mason University will be assisting with the evaluation component but officers should also keep track of successes and failures in addressing the problem
- Recognize that “Success needs to be measured on a sliding scale; in many instances there is a wide range of possible ‘wins’” (Skogan et al., 1999, p. 51)
 - ▣ Ideally problem will be eliminated, but even a small reduction in harm can be highly beneficial
 - ▣ Can also be “process successes” e.g. improved communication and collaboration with other agencies and community groups

-Finally, the last step is assessing the success of the response.

-Did the response solve the problem or reduce its severity?

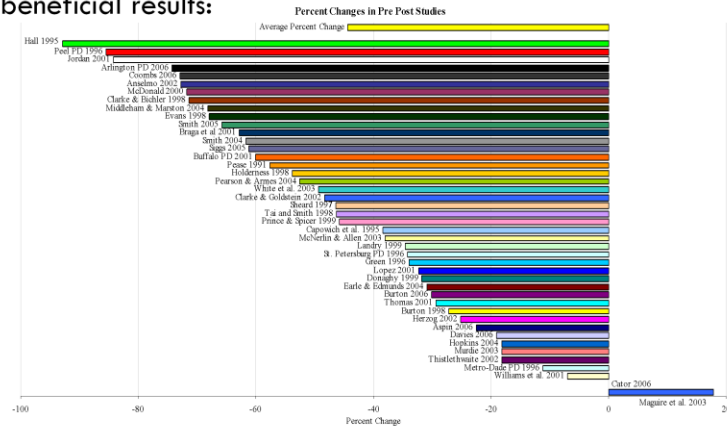
-This is where we'll be helping in terms of evaluating crime reduction effects, but you all should also be monitoring whether the problem has been reduced

-Also recognize that problems don't have to be totally solved for the response to be successful- reducing a problem's severity can be very beneficial for the community.

-You can also have non-crime control benefits from the response- like improved relationships with residents, juveniles, and community groups

Does This Work?

- The most rigorous studies overall show a modest but significant impact on crime (Weisburd et al., 2010)
- Less rigorous but more numerous pre/post studies show very beneficial results:



-So does problem solving work to reduce crime?

-We did a review of the literature and found an overall crime control benefit. Problem solving has worked particularly well in crime hot spots

-The chart here shows less rigorous problem-solving research, but you can see that there are a lot of studies and these bars to the left indicate a crime reduction, so the evidence here is overwhelmingly positive

Successes in Chicago (#1)

"Residents of one beat were fed up with drinking and drug use by local teenagers in a secluded industrial area in their neighborhood, so they brought the problem up at a beat community meeting. They agreed to hold a problem-solving meeting at the site, and more than 60 people showed up to work through the problem-solving process.

In collaboration with the Department of Streets and Sanitation, the property owners—a railroad, a chemical company and an electronics firm—cleaned up trash and construction debris throughout the area and removed graffiti. In addition, they fixed the holes in the fences and cut shrubs and trees that obscured the area. The companies installed extra lighting, and railroad police worked with district officers to break up a beer party. Residents signed complaints so that parents of the arrested juveniles would have to get involved and come to court.

The teen parties ceased, and in an effort to ensure that the area would not become a favorite hangout again, residents agreed to remain vigilant, keep the area clean and call the police when needed."

From Skogan et al., 1999, p. 52

-Just wanted to provide some narrative data as well from Skogan's book on some of the problem solving successes in Chicago

-Show three examples that all have something to do with juveniles

-In this first example, rowdy teens are brought up at a beat meeting. Situational prevention efforts and getting parents involved helped to reduce the problem and residents also became more involved in the neighborhood.

Successes in Chicago (#2)

“Police in one of Chicago’s districts set up a “Junior Beat Meeting” program to address teen issues. The group met at a local Boys and Girls Club.

After learning about its potential role, the group made neighborhood-graffiti removal their summer project. They identified graffiti locations and asked homeowners to sign waivers that allowed city crews to remove it.

The program not only involved youths in solving problems, but a camaraderie also developed between officers and young people in the community.”

From Skogan et al., 1999, p. 52

In this second example, a community-oriented teen outreach program was started by the police. It included situational prevention efforts involving youth. This helped improve youth-police relations and got youths involved in improving their community.

Successes in Chicago (#3)

"A street corner was a trouble spot in a South Side beat—street drug dealing and prostitution were frequent there.

Residents of the area united to form a block club, installed outdoor lights and agreed to keep a light turned on inside their homes at night. They also displayed more prominent address numbers on the front and back of their homes, set up a neighborhood phone tree and got a stop sign installed.

Once the block was in order, residents and beat officers worked with city agencies to get decrepit garages torn down and to clean up vacant lots filled with trash and abandoned cars. A corner liquor store that sold alcohol to minors and was a gang hangout had its license revoked, and the store was shut down after neighbors got organized.

Residents' persistence resulted in a reduction in crime on the beat as well as, they feel, an increase in neighborhood pride."

From Skogan et al., 1999, p. 52-53

-And finally, in this example, residents noticed a lot of drug and prostitution problems on a street corner. They got involved and undertook situational efforts and worked a lot with city agencies. They also targeted a liquor store that sold to minors and got it shut down. The problem declined and residents again became more involved in their neighborhood.

-These are just a few examples, but suggest how problem solving efforts in Chicago were many times successful at both reducing crime and involving residents. This involvement helped increase resident pride in and dedication to their neighborhood.

Caveats

- Problem-oriented policing does not always involve the community but CAPS model designed to implement community-oriented problem solving
- Not all problem solving takes place in crime hot spots
 - ▣ CAPS was beat-based model but steps can be applied to smaller units
- Charting some new territory here
 - ▣ Very little research has focused on community-oriented problem solving in juvenile crime hot spots

-A few caveats before concluding...

-POP doesn't necessarily have to be community-oriented, but this project is focused on working with the community to solve problems. The CAPS model described here was explicitly designed to be a community-oriented problem solving approach.

-CAPS was beat-based so it wasn't a hot spots program, but we can use it in hot spots. Should note though that POP can be used at any geographic level.

-We are charting some new territory here, which is exciting!

Additional Training Sessions

□ Today:

- Learn more about data available from crime analysis
- Learn more about government resources that can be leveraged to address problems
- Learn more about community groups and resources that can be useful in identifying and solving problems

□ Tuesday:

- Case studies: opportunity to apply lessons from today to specific problems in a hot spot
- Discussion of hot spots project and resources available for problem solving efforts

-In terms of the rest of the training sessions, today you'll learn more about some of the resources available to assist in problem solving efforts

-Tomorrow you'll have a chance to apply this training to case studies

Summary

- 5 step model to solve persistent problems

1. Identify and prioritize problems
2. Analyze problems
3. Design response strategies
4. Implement response strategies
5. Assess the success of response strategies

-Again, just to summarize what we've discussed- a 5 step problem solving model used for community-oriented problem solving in Chicago

-You'll have a chance to apply these steps to case studies as part of the training tomorrow morning

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