



Engaging the School Community in Problem Solving



1



Key Training Points

- ✓ Discuss the differences between incident-driven & problem-based responses to school crime
- ✓ Learn & practice the SARA problem-solving process
- ✓ Integrate Situational Crime Prevention with the SARA process
- ✓ Be introduced to the School COP software

2

How can problem solving be used in the school setting?

- ✓ by the school safety task force in developing safe school plans
- ✓ to resolve an identified problem of great and immediate concern to stakeholders
- ✓ to resolve chronic problems on campus
- ✓ to identify emerging problems or issues unique to a school

3



Community-Oriented Policing



- ✓ Emphasizes partnerships
- ✓ Promotes critical thinking & viable results
- ✓ Stresses collaborative vs. expert models

5

Advantages of Collaboration



- ✓ Builds trust & respect
- ✓ Invites diverse perspectives
- ✓ Reduces 'turfism'
- ✓ Creates more options for response
- ✓ Broadens the use of resources

6



PROBLEM SOLVING APPROACH

A process to identify, analyze, & respond to the underlying causes of a problem

SCAN

Identifying problems

ASSESS

Evaluating Effectiveness

ANALYZE

Determining the scope & causes of a problem

RESPOND

Formulating strategies

SCAN: Identifying problems

What is a problem?

Two or more incidents:

- ✓ similar in nature
- ✓ causing harm
- ✓ of concern to your organization
- ✓ unlikely to diminish on its own
- ✓ stakeholders expect a response

SCAN:
Identifying problems

Similar in Nature by:

- ✓ Behaviors Drug sales, bullying, graffiti
- ✓ Location Cafeteria, playground, shopping center near campus
- ✓ Persons Athletes, gang members, older students
- ✓ Time Before/after school, lunch hour, recess
- ✓ Events Dances, football games, assemblies

SCAN:
Identifying problems

Is There Really a Problem?

- ✓ Incidents may appear to be similar in nature, causing harm, and of concern to both police and public.
- ✓ Scanning looks for patterns of incidents to establish them as a problem

Third incident of vandalism reported this week...
SAN DIEGO--for the third time in a week, a Southwest Elementary school was vandalized with graffiti.
The latest incident occurred yesterday with vandals spray painting graffiti on the walls of the cafeteria and gymnasium.
School officials estimate the cost of cleanup to be more than \$1,000.
Similar incidents were reported last Saturday and Monday.

Teen-Ager in custody in bottle-bomb blast...

OCEAN DE--

Three teenagers set off a bottle-bomb that caused a loud blast outside the Drama Building at Pleasanton middle school.

A 17-year-old boy who made the device was taken to Juvenile Hall after he and his companions were caught. The other two were released to their parents.

Foreign exchange students were practicing for a school play at the time, but no injuries were reported.

13

3 suspects arrested after thefts from school lockers...

UNIVERSITY CITY--

Two sharp-eyed SROs apprehended 3 students for stealing items from lockers in the hallway, girls and boys locker rooms at Pleasanton High School.

The school has been experiencing these types of thefts for a month. No arrests were made in previous incidents.

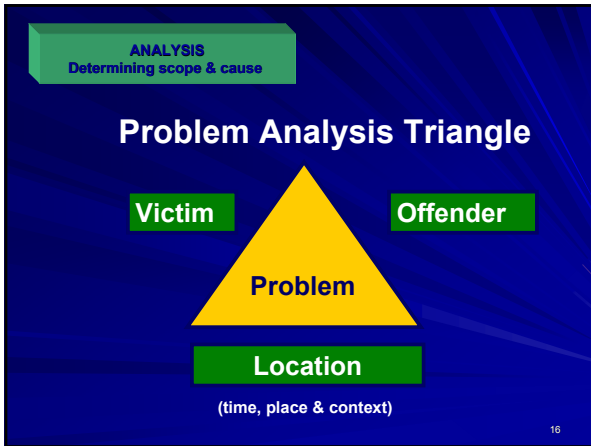
14

ANALYSIS
Determining scope & cause

Analysis identifies:

- ✓ The seriousness, extent & nature of the problem
- ✓ Persons/groups affected
- ✓ Core causes
- ✓ Current responses & their effectiveness

15



ANALYSIS
Determining scope & cause

Crime Analysis:

55% of crime is committed by 10% of *offenders*

The most vulnerable 10% of *victims* are involved in 40% of crime

60% of crimes occur at only 10% of crime *locations*

17

- ANALYSIS**
Determining scope & cause
- ### Where can we get information:
- ✓ Incident reports
 - ✓ Crime reports
 - ✓ SROs
 - ✓ Teachers
 - ✓ Counselors
 - ✓ School Nurses
 - ✓ Parents
 - ✓ Students
 - ✓ Coaches
 - ✓ School Psychologist
 - ✓ School Survey
- 18

ANALYSIS
Determining scope & cause

Formulate a hypothesis that answers:

- ✓ Who is affected by the problem?
- ✓ In what ways and how seriously are they affected?
- ✓ When and where are they affected?
- ✓ What are the underlying causes?

RESPONSE
Formulating strategies

Goals of the Response

- ✓ Prevent or eliminate?
- ✓ Reduce harm?
- ✓ Reduce the number of incidents?
- ✓ Improve problem management?
- ✓ Refer the problem to the appropriate agency?
- ✓ Help those affect to deal with such problems better?

RESPONSE
Formulating strategies

Guardianship:

- ✓ Exercises control over each side of the Problem Analysis Triangle
- ✓ Reduces likelihood of crime or disorder
- ✓ Is critical for crime control and prevention

Situational Crime Prevention

Increase Offender's Perceived Risk	Increase Offender's Perceived Effort	Decrease Offender's Reward	Remove Offender's Excuses
------------------------------------	--------------------------------------	----------------------------	---------------------------

22

Risk, Reward, Effort and Excuse

Increasing Risk	Reducing Reward	Increasing Effort	Removing Excuses
<u>Fights over lunch line jump ins:</u> Aides monitoring lines	Can't receive special of the day ie pizza	Installing physical barriers to prevent line jumping	If caught, go to back of line; must sit next to monitor
<u>Computer Theft:</u> Surveillance Cameras	Computers will only work if linked to school network	Keeping computers in crime-resistant places	Rules: any student involved in computer theft is transferred
<u>Trespassing on school property:</u> One entrance	Limiting access to students	Visitors must be accompanied	Clear signage and rule posting re: visitors

23

ASSESS Evaluating effectiveness

- ✓ Was the response effective?
- ✓ How do you know?
- ✓ What were the positive outcomes?
- ✓ What were the negative outcomes?
- ✓ If the problem persists, **RETURN TO SARA**

24

SARA at School:



Reality Check
