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Advanced Problem Solving: Speeding in Residential Neighborhoods

Instructor Manual

Virginia Community Policing Institute

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U.S. Department of Justice
Community Oriented Policing Services
Virginia Community Policing Institute

Training Curricula Overview

November 23, 2004

Advanced Problem Solving: Speeding in Residential Neighborhoods

Program Intent

This program is offered to patrol and investigative police officers actively involved in enforcement activity. It is being hosted by the Virginia Community Policing Institute. The overall goal of the program is to improve participant's problem-solving skills when addressing the problem of speeding in residential neighborhoods. The information provided will assist participants in developing skills to better understanding the root causes of speeding, understanding their local speeding problems, and understanding current research on which responses have been proven to be successful and which have been proven to be less successful. In addition, participants will learn creative techniques that will help them to become more effective problem-solvers.

Program Scope and Content

This program will be delivered in a one-day, eight-hour format. This program makes extensive use of group exercises, problem solving scenarios and case studies. Sessions will be interactive and will not only examine the topics identified, but will allow participants to apply them to their own local problems. The content of this program focuses on a set of core ideas and concepts that will assist the participant in the development of problem-solving skills. Participants will engage in the learning through the application of adult learning strategies to orchestrate the "teachable moment." Students bring with them to class a great volume and rich quality of experience. Instructional strategies will draw upon this information through the use of varied media; group discussion; personal exercises; and case studies.

Upon completion of this course, participants will be able to:

- identify the concerns, harms, and root causes of residential speeding;
- conduct a spot speed study to identify the 85th percentile speed on a residential street;
- apply the SARA problem-solving model to local residential speeding problems;
- use new creative problem-solving techniques to find more innovative and effective solutions to their local problems;

- identify the effectiveness of each of the four types of speeding responses (education, enforcement, regulatory, and engineering) and how to best apply them in their communities;
- apply a complete, start-to-finish process to investigate and effectively respond to speeding complaints.

General Statement

Approximately 30 police officers will participate in this educational experience (no fewer than 15, no more than 35 may enroll per session). Training will take place at various locations across Virginia. Each session is one day (eight-hours) in length. The ultimate outcomes and success of the program will be exemplified through the demonstration of problem solving, clear communication and active application in the participant's local community. For the purposes of critiquing the program, summative evaluation forms will be used.

Forward



WHO WE ARE

The Virginia Community Policing Institute is part of a national network of 27 regional institutes across the country and is supported by funds from the U.S. Department of Justice, Office of Community Oriented Policing Services. In Virginia, VCPI is a collaborative partnership between the VA Department of Criminal Justice Services, the Richmond Police Department, the VA Sheriffs' Association, the VA Association of Chiefs of Police, the VA Crime Prevention Association, and Virginia Union University. VCPI provides community policing training and technical assistance to police agencies, community governments, community residents, social service agencies and private sector representatives throughout Virginia.

A central goal of the COPS Office is to help law enforcement agencies implement and enhance community policing. We have previously defined community policing as "a policing philosophy that promotes and supports organizational strategies to address the causes and reduce the fear of crime and social disorder through problem-solving tactics and police-community partnerships." In an effort to help discern what community policing is, what interactions between the police and citizens are central to this philosophy, and how the field should measure movement towards community policing, COPS has attempted to further outline the elements that are central to the philosophy of community policing.

Community policing focuses on crime and social disorder through the delivery of police services that includes aspects of traditional law enforcement, as well as prevention, problem-solving, community engagement, and partnerships. The community policing model balances reactive responses to calls for service with proactive problem-solving centered on the causes of crime and disorder. Community policing requires police and citizens to join together as partners in the course of both identifying and effectively addressing these issues.
(<http://www.cops.usdoj.gov>)

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TRAINING AVAILABLE

- Interview & Interrogation
- Advanced Problem Solving Series
- Advanced Search & Seizure
- Anti-Terrorism Training for State & Local Law Enforcement
- Bias-Based Policing
- Building Effective Problem Solving Teams
- Critical Incident Management
- Code Enforcement
- Communication Skills
- Community-Oriented Government
- Community Policing to Reduce Domestic Violence
- Community Policing in the 21st Century
- Ethical Decision Making
- Introduction to CPTED
- Media Relations and Community Policing
- Multicultural Community Policing Series
- Patrol Drug Interdiction
- Problem Solving
- Problem Solving for Multi-Agency Domestic Violence Partnerships
- Street Level Drug Interdiction/Affidavit Writing
- Stress Management
- Survival Spanish for Law Enforcement
- Tactical Community Policing

TRAINING LOCATIONS

Training is available throughout the commonwealth of Virginia. Consult the training calendar on the VCPI website for current offerings and locations at www.vcpionline.org

WHO SHOULD ATTEND

All law enforcement personnel, interested government officials, and community members unless otherwise specified.

REGISTRATION

To register for classes, please contact VCPI by telephone at 804.644.0899 or fax at 804.644.0309, or online <http://www.vcpionline.org>

Resource Inventory

A. Audio Visual Equipment

1. Laptop Computer w. Microsoft PowerPoint XP
2. LCD Projector
3. Remote Mouse
4. Screen
5. External Laptop Speakers
6. Extension Cord with Multiple Plugs
7. Duct Tape
8. CD with PowerPoint Presentation and Video Clips

B. Student Materials

1. Participant Workbook
2. POP Guide: "Speeding Residential Areas"
3. Handouts:
 - VDOT Pamphlet: "Traffic Calming"
 - VDOT Pamphlet: "Speed Limits: VDOT Answers Your Questions"
 - Laminated Speeding Responses Card
 - Puzzle: Residential Speeding Word Search
 - Puzzle: How many faces can you see?
 - Puzzle: Where does the extra space come from?

C. Instructor Materials

1. Instructor Manual
2. VCPI Black Box

Speeding in Residential Neighborhoods

Instructors Course Schedule-at-a-Glance

Time	Topic	Exercises
8:00	<p>Introductions About the APS Problem Overview</p> <ul style="list-style-type: none"> • Related Problems • Contributing Factors • Beliefs & Attitudes • The 85th Percentile 	<p>Questions related to the overview. <i>wkb pgs. 5-7</i></p> <p>85th Percentile exercise <i>wkb pg. 9</i></p>
9:30	<p>Problem Solving Fundamentals:</p> <ul style="list-style-type: none"> • Crime Triangle • The SARA Model • Problem Statement • Measuring Your Effectiveness 	<p><i>Worksheet pg. 14</i></p> <p>Write individual problem statements Prioritize as group, select one <i>Scanning Worksheet pg. 15</i> <i>Measurement Worksheet pg. 16</i></p>
10:30	<ul style="list-style-type: none"> • SMART Goals • Asking the Right Questions • Moving from Analysis to Response 	<p><i>Goals Worksheet pg. 17</i> <i>Analysis Worksheets pgs. 18-25</i></p>
12:00	LUNCH	
1:00	<p>Creative Problem Solving Tools</p> <ul style="list-style-type: none"> • Creativity Defined • Creative Index • Today's Creative Tools <ol style="list-style-type: none"> 1. Brainstorming 2. Fishbone Diagram 	<p>Puzzles (Handouts): <i>How many faces can you see?</i> <i>Where does the extra space come from?</i></p> <p><i>wkb. pg. 29</i></p>
2:00	<p>Response Strategies</p> <ul style="list-style-type: none"> • Education • Enforcement • Regulatory 	<p><i>wkb. pg. 31</i> <i>wkb. pg. 32</i> <i>wkb. pg. 32</i></p>
3:00	<ul style="list-style-type: none"> • Engineering 	<p><i>wkb. pg. 33, 35</i> <i>Foothill & Loring pg. 36</i> <i>Video Problem</i></p>
4:30	Summary	

Adult Learning Strategies (ALS) for Use and Cross Referencing

The following is included for your review and as a “menu” of considerations. It is taken from various materials cited in the annotated bibliography contained at the end of the document.

Spencer (2001) supports the concept of adult learning with additional insight into learning principles. Keep these instructional decisions in mind when creating curricula.

1. Instructional decisions and practice must be focused on the needs and experience of the learner.
2. What the learner discovers supports better learning than what the learner is given.
3. Learning takes place best in a supportive learning environment.
4. The greater the power difference perceived by the learner between the learner and instructor, the lower the acquisition of learning.
5. The attention span of the adult is 7-20 minutes for passive engagement activities.
6. The most retention tends to take place at the beginning and end of the learning session.
7. The primary instructional strategies should draw, not dump information.
8. Before learners can be expected to think on their feet, they must be provided opportunities to think in their seat.
9. Effective instructors are more often “guides on the side” than “sages on the stage.”
10. The most long-lasting learning takes place during reflection.

Establishing the Context in Which Learning Takes Place

I. What Malcolm S. Knowles teaches us about Adults as Learners (pg. 168-179)

A. “Adults have a need to know why they should learn

something”(Craig, 170), therefore one of the first tasks of the adult educator is to make the case and develop the “need to know” by explaining the value of their learning and its application to their life performance. In addition to identifying the benefits of their new learning, discuss the effects of “not knowing.”

B. “Adults have a deep need to be self-directing” (Craig, 170). Adults have a need to be in charge of one’s own life. Adults need to feel responsible for and in control of one’s own destiny, for the decision made and consequences learned.

C. “Adults have a greater volume and different quality of experience than youth.” Each adult learner brings a wealth of positive and negative experiences with them to class. Ensure the nexus between old experience and new learning. As each participant shares their experiences in class, learning from one another takes place. “Experiential learning techniques, such as discussion methods and problem-solving exercises that tap into the accumulated knowledge and skills of the learners, or techniques, such as simulation exercises and field experiences, provide the learners a frame of reference from which they can learn through analysis. Adults have a broader base of experience to which to attach new ideas and skills and give them richer meaning through discussion and reflection. Increasing emphasis is being placed in adult education on individualized learning and instruction, through contract learning, self-paced multimedia modules, learning resource centers, and other means. Adults define themselves in terms of their unique experiences,” (Craig, 171).

D. “Adults become ready to learn when they experience in their life situation a need to know or be able to do in order to perform more effectively and satisfyingly” (Craig, 171). “Telling” adults infringes on one’s adulthood and the need to be self-directed. Doing so can eliminate any resentment and defensiveness brought with them to class. “Adults learn best when they choose voluntarily to make a commitment to learn. Orchestrate a ‘teachable moment.’”

E. “Adults enter into a learning experience with a task-centered (or problem-centered or life-centered) orientation to learning” (Craig, 172).

F. “Adults are motivated to learn by both extrinsic and intrinsic motivators” (Craig, 172-173). Adult learners respond to extrinsic motivators—wage raises, promotions, and better working conditions, up to the point that they are reasonably well satisfied. This reward fades away. The more potent and persistent motivators are intrinsic motivators such as the need for self-esteem, broadened responsibilities, power, achievement, and overall job satisfaction.

II. Implications for Practice

G. “Climate setting is a prerequisite for effective learning to take place” (Craig, 174). Establish a climate that is conducive to learning: one of mutual respect; collaboration rather than competitiveness; supportive rather than judgmental; a climate of trust; fun—and ultimately—human. Establish a climate in which people feel that they are being treated as human beings. Create an environment supportive of and conducive to learning.

H. “When possible, create a mechanism for mutual planning” (Craig, 174-175). People tend to feel committed to a decision or activity to the extent that they have participated in making the decision or planning the activity.

I. Diagnose the participant’s learning needs. Needs serve as the foundation for the program. A learning need is not a need unless it is perceived by the learner. Activities structured for the needs of the learners such as the use of their experience, teaching to multiple learning styles, and their inclusion defines how they will be taught.

J. Translate learning needs into meaningful, measurable objectives. Students should demonstrate their learning in some observable fashion.

K. Designing and managing a pattern of learning experiences. This plan will include identifying the resources most relevant to each objective and the most effective strategies for utilizing these resources. Such a plan is likely to include a mix of total group experiences (including input by the trainer), subgroup (learning-teaching team) experiences, and individual learning projects. Activities which are so structured to precipitate critical thinking and problem solving.

L. Evaluating the extent to which the objectives have been achieved placing increased emphasis on “subjective” evaluation—finding out what is really happening inside. Learners should be actively involved in the process of evaluating their learning outcomes. Interactive teaching techniques enable a continuous checking for participant learning so that instruction can be modified along the way for optimal learning

M. Adults are expected to be treated with respect due to their maturity and individualism in the learning situation.

1. Adults are frequently anxious about their learning abilities and the appearance of competence in the classroom, but are anxious for education success.
2. Adults have a strong need for periodic feedback, encouragement, and learning in an atmosphere where there is a high degree of safety, mutual commitment, and choice.
3. Adults need a good balance between tight, well-paced, content-oriented presentations and the time needed for learning integration.

Annotated Bibliography

ASCD Yearbook Committee. *Fundamental Curriculum Decisions*. Virginia: ASCD, 1983.

A readable, usable, and practical summary of the most commonly applied elements of curriculum development on the contemporary scene. Each chapter presents a perspective of that topic or area, highlights the most important contributions, and comments on those contributions of continuing worth. The first seven chapters deal with activities the curriculum practitioner would undertake to get ready to develop curriculum. The second group of chapters deals directly with implementation.

Craig, Robert L. *Training and Development Handbook*. New York: McGraw-Hill Book Company, 1987.

Provides a basic body of accepted knowledge of training and development—for use by those new to the field, but also intended as a reference source for more experienced trainers. This new addition brings an updating of that body of knowledge to reflect what more has been learned since the publication of the last edition about how to do a better job of training employees. A strong emphasis is placed on counting and measuring HRD and its accountability in general.

Creativity Techniques. *Mycoted, Creativity and Innovation in Science and Technology*, <http://www.mycoted.com>, 2003-2004.

This site contains a data base of creative problem-solving techniques. This database contains instructions and examples on how to use over 200 techniques.

Handbook of Simplified Practice for Traffic Studies. Center for Transportation Education and Research, Iowa State University, 2002.

Chapter two of this handbook deals with conducting as spot speed study and contains sample charts and tables.

Oliva, Peter F. *Developing the Curriculum*. Glenview, Illinois: Scott, Foresman & Company, 1988.

A comprehensive analysis of the process of curriculum development. The text begins with an examination of the theoretical dimensions of curriculum development, and it looks at

the roles of various personnel who have primary responsibility for developing the curriculum. A step-by-step process for using an integrated model is carried all the way from stating philosophical beliefs and broad aims of education to specifying curriculum and instructional goals and objectives, implementing the curriculum and instruction, and evaluating instruction and the curriculum.

Phillips, Jack J. *Handbook of Training Evaluation and Measurement Methods*. Houston: Gulf Publishing Company, 1991.

Explores the key issues of human resource development program evaluation and measurement. This text presents concise, practical methods of evaluating any type of HRD program. With its systematic process, ranging from determining the purposes of evaluation to communicating the results of an evaluation, it is designed to be a standard reference on evaluation and measurement for every human resource development professional.

Problem Solving Training Manual, Virginia Community Policing Institute. April 2002.

This training manual provides information on problem-oriented policing techniques such as the crime triangle and how to apply the SARA problem-solving model to local crime and disorder problems.

Scott, Michael S. *Problem-Oriented Guides for Police, Problem-Specific Guide No. 3, Speeding in Residential Areas*. Office of Community Oriented Policing Services, 2001.

This is the main source of information for this course. The text provides information on the general nature of residential speeding problems and techniques for understanding your local speeding problems. The text also contains information on research conducted on the effectiveness of various responses.

Spencer, Dr. Karen L. *Purposeful Teaching for Domestic Violence Educators*. Purposeful Development Associated, 2000.

The training approach presented here is focused on facilitating participants' learning, not covering material or liability issues. Teaching, then, is a series of purposeful activities where every action of the teacher is planned for or responding to the learning needs of the participants toward a specific learning goal. This is a dynamic instruction system consisting of many essential elements

pertaining to the learning process.

Spencer, Dr. Karen L. *Purposeful Teaching for Police Educators*.
Professional Development Associates, 2000.

This training approach focuses on participants' learning. This is a dynamic curriculum and instruction system consisting of these elements:

outcomes stated in terms of how the learner will demonstrate his/her acquisition of knowledge and skills; learners' active engagement in the learning process through interactive teaching techniques embedded in the curriculum and responsive interaction techniques used by instructors to secure learner involvement; and a continuous assessment of participant learning through diagnostic dialogue between learners and instructor and checking for understanding by the instructor.

Traffic Calming for Communities. Institute for Traffic Engineers,
<http://www.ite.org/traffic/index.html>, 2004.

Provides a good description of traffic-calming techniques and devices. This site contains excellent photographs, diagrams, materials and links to additional traffic engineering sites.

Traffic Calming. Travelwise. http://www.travelwise.org.uk/safe/tech_traffic_c.shtml, 2004.

Another good site for information on traffic-calming techniques and devices. This site contains information on speed hump variations such as speed cushions.

Traffic Calming: State of the Practice, Institute of Transportation Engineers (ITE) and the Federal Highway Administration (FHWA), August 1999

This report contains a synthesis of traffic calming experiences to date in the United States and Canada. It includes information on traffic calming in residential areas and in areas where high speed rural highways transition into rural communities. The report draws from detailed information collected on traffic calming programs in twenty featured communities, another 30 communities surveyed less extensively, and a parallel Canadian effort by the Canadian ITE (CITE) and the Transportation Association of Canada (TAC).

TrafficCalming.org. Fehr & Peers Transportation Consultants, 2004

A comprehensive guide to traffic-calming techniques and resources. Many of the photographs used in this course are from this site.