



TTEAMS

Tribal Community Police Problem Solving Teams Training

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Coordinated by





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Office of Community Oriented Policing Services (COPS)

About the COPS Office

The Office of Community Oriented Policing Services (COPS Office) was created through the Violent Crime Control and Law Enforcement Act of 1994. The COPS Office is the component of the U.S. Department of Justice responsible for advancing the practice of community policing by the nation's state, local, territory, and tribal law enforcement agencies through information and grant resources.

Community policing is a philosophy that promotes organizational strategies which support the systematic use of partnerships and problem-solving techniques, to proactively address the immediate conditions that give rise to public safety issues such as crime, social disorder, and fear of crime.

The COPS Office has also produced and compiled a broad range of information resources that can help law enforcement better address specific crime and operational issues, and help community leaders better understand how to work cooperatively with their law enforcement agency to reduce crime. For resources, publications, training information and tools on categories such as campus and school safety, drugs, gangs, homeland security, technology and more, visit <http://www.cops.usdoj.gov/RIC>.

Mission

To advance the practice of community policing as an effective strategy in communities' efforts to improve public safety.

Funding

The COPS Office awards grants to state, local, territory, and tribal law enforcement agencies to hire and train community policing professionals, acquire and deploy cutting-edge crime-fighting technologies, and develop and test innovative policing strategies. COPS Office funding also provides training and technical assistance to community members and local government leaders and all levels of law enforcement.

One project funded by the COPS Office is the Tribal Resource Grant Program (TRGP) which provides a variety of options including officer background investigations, law enforcement training, uniforms, department-wide technology, and vehicles for officers. This program's goal is to enhance tribal law enforcement infrastructure and community policing efforts. The COPS Office distributes additional funding through a wide range of programs, both as grants and cooperative agreements. COPS funding helps law enforcement agencies across America meet an ever-increasing range of challenges with community policing. For more information about the COPS Office and current funding opportunities, please visit www.cops.usdoj.gov.

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Criminal Justice Center for Innovation Fox Valley Technical College

Mission Statement

The Criminal Justice Center for Innovation at Fox Valley Technical College (FVTC) addresses the diverse and evolving needs of criminal justice and community service professionals by developing and providing specialized resources, innovative training and onsite technical assistance.

Attendance Policy

Fox Valley Technical College (FVTC) is accredited by The Higher Learning Commission and has the responsibility to accurately report attendance for issuance of Continuing Education Units (CEU). In cases where grant funds are used to provide the training, the Criminal Justice Center for Innovation also has a responsibility to the funding agency to forward attendance records for auditing purposes. Unless there are circumstances beyond the control of an individual that prevent him or her from attending a portion of the training, the student is expected to attend this training in its entirety. Should you need to leave prior to the course conclusion, a handwritten-signed note must be given to the instructor outlining the reason for your absence. A Certificate of Completion will be awarded only to individuals who complete the training.

Drug Free Workplace

Fox Valley Technical College (FVTC) recognizes that the misuse and abuse of alcohol and other drugs is becoming increasingly commonplace and in certain instances leads to dependency. It also recognizes that such chemical dependency is a serious illness. Chemical dependency interferes with academic achievement and work performance for both students and employees. FVTC is committed to a drug free environment which includes education, intervention, referral, and treatment.

Fox Valley Technical College is committed to upholding all local, state, and federal laws concerning the use and abuse of alcohol and other drugs and will support all efforts of the campus community to confront violations of these laws. 1989 Wisconsin Act 121 requires that local WTCS District Boards adopt rules relating to possession of drug paraphernalia and subjecting WTCS students to disciplinary action for drug offenses. In addition, the Drug-Free Schools and Community Acts Amendments of 1989 (Public Law 101-226) requires institutions to sign a certification of compliance with the law in order to receive any federal funds. An institution must adopt and implement a program to prevent the illicit use of drugs and the abuse of alcohol by students and employees. Such policy must be distributed annually to each student and employee.



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Tribal Community Police Problem Solving Teams Training (TTEAMS)

About the Training

Course Overview

The Tribal Community Police Problem Solving Teams Training (TTEAMS) is a highly rated and successful program that was designed specifically for Indian Country by Native American community policing practitioners. The training utilizes the philosophy of community policing and demonstrates how law enforcement and the community can work together in organized problem-solving teams to address community challenges and enhance public safety.

The training is highly interactive and uses several learning methods to demonstrate the various elements of change, group problem solving, dynamics of group development, resource sharing, overcoming barriers and problem solving steps that lead to creative solutions.

TTEAMS is currently being offered to 2008 TRGP grantees tribes/villages/agencies. Grantees may also elect to participate in an additional program component titled “Meth in Indian Country.” This program is designed to create awareness of the significant issues meth creates for law enforcement, first responders and the community.

Target Audience

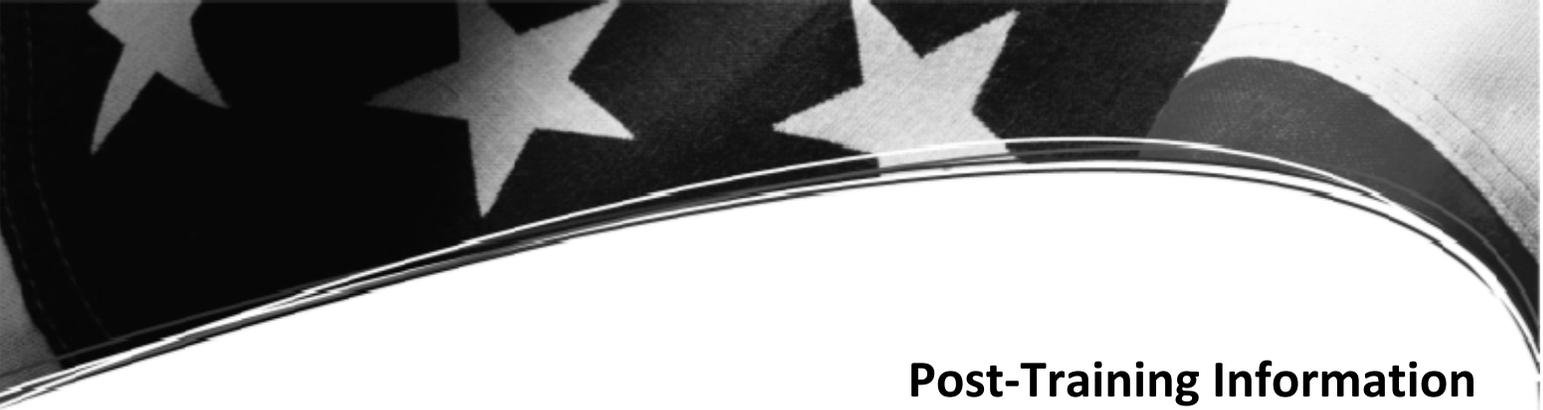
ALL community members concerned with public safety are encouraged to attend the TTEAMS Training. The training is extremely effective with a cross-section of the community represented at the training including police officers, educators, treatment providers, judges, prosecutors, victim advocates, social services, council members, elders, business people, youth, spiritual leaders, and others to achieve the best results.

Course Length

The training is 2 days in length starting at 8:00 am each day and concluding at 5:00 pm each day. If the Methamphetamine in Indian Country program is scheduled with TTEAMS, the training will run from 8:00 am to 5:00 pm on the first day and 8:00 am to 3:00 pm on the second day. Because each day of training consists of steps that build upon each other, it is most effective when participants attend both days.

Training Opportunities

Information on additional training opportunities for criminal justice and community service professionals or on alcohol and substance abuse related topics is available at: www.fvtc.edu/cjci.



Post-Training Information

Evaluation of Activities

Evaluation is a critical component of planning future training events. Fox Valley Technical College relies on your feedback to obtain ideas and recommendations on how to best meet the training needs of your tribe/agency/community. Please complete the overall training evaluation located in the front pocket of your training manual. Throughout the training, please reflect on ways we can improve the training. Your feedback is greatly appreciated.

Continuing Training Hours

Participants who complete both days of the TTEAMS Training are eligible for up to 16 hours of continuing training hours through Fox Valley Technical College (FVTC). If the Meth in Indian Country Program is scheduled in coordination with TTEAMS, participants will be eligible for up to 14 continuing training hours. Those interested in receiving training hours must have their signature on the daily sign-in sheets. FVTC will calculate and record your training hours based on your attendance reflected on the sign-in sheets. If you would like to obtain a certificate of completion, please contact Lynn Chernich at (888) 370-1752 or email chernich@fvtc.edu.

Additional Training & Technical Assistance

Training and technical assistance (T/TA) relevant to other community policing and specialized topics including community issues identified in TTEAMS may be available. Some suggested topical areas include: native youth gangs, domestic violence, child abuse, elder abuse, drug interdiction, methamphetamine, prescription drug abuse, inhalants, interagency collaboration, restorative justice and more. If your tribe/agency is interested in receiving additional T/TA, please visit www.fvtc.edu/TRGP to download a Request Form.

If you would like to request T/TA and do not have Internet access, please contact Lynn Chernich at (888) 370-1752 or email chernich@fvtc.edu. If you have additional questions, please contact David Rogers at (920) 735-2590 or email rogers@fvtc.edu.

Instructor Biographies



Vernon Alvarez (Shoshone-Bannock) is the Chief of Police at the Isleta Police Department, located in New Mexico. Chief Alvarez has served the Pueblo of Isleta community for approximately six years. Vernon has over 24 years of law enforcement experience and has served in many capacities including line, supervisory, command and administrative management positions. Chief Alvarez is a member of the Shoshone-Bannock Tribes, Fort Hall, Idaho. He graduated from the Federal Law Enforcement Indian Police Academy in 1985, and has attended numerous supervisory and command management training. In 1998, Chief Alvarez completed the Federal Law Enforcement Training Center – Criminal Investigation School located in Brunswick, Georgia. Previously, Chief Alvarez has served as a Chief of Police at the Shoshone-Bannock Tribes, the Muckleshoot Tribe of Washington and the Confederated Tribes of the Colville Indian Reservation, also located in Washington State. Presently, as the Pueblo of Isleta Chief of Police, he is in charge of day to day operations of the Pueblo of Isleta Police Department, and oversees a staff of 45, which includes 32 police officers from the Chief on down. The Pueblo of Isleta covers four counties and is a federally recognized Native American tribe located approximately 12 miles south of Albuquerque, New Mexico. The Pueblo is a rural community that consists of approximately 330 square miles with a tribal membership enrollment of about 4900. Isleta is situated between the large metropolitan area of Albuquerque and Interstate 25 traveling through the west end of the pueblo, and to the south, Valencia County – one of the fastest growing counties in New Mexico.



Dianne Barker Harrold (Keetoowah Band of Cherokee) has practiced law for the past twenty-two years, a good many of them in Indian Country. She served as tribal judge for thirteen Indian tribes in Oklahoma and then went on to serve as the elected District Attorney for eight years in four counties in Northeast Oklahoma. She also served as public defender for the Chickasaw Nation in Oklahoma. Previously, she served as Attorney General, General Counsel and Director of the Legal Assistance for Victims for the United Keetoowah Band of Cherokee Indians in Oklahoma and now holds the position of Special Advisor to the Chief. She also currently serves as the Associate Tribal Judge for the Pawnee Nation of Oklahoma and has served as an adjunct professor at Bacone (Muscogee Creek Nation) College teaching Native American Studies. She has been a tireless advocate for battered women and victims of crime which has earned her the Women Holding Up the World Award from the

National Coalition Against Sexual Assault and both the Heart of Gold Award and the Shining Star Award from the Oklahoma Coalition Against Domestic Violence and Sexual Assault. She currently serves as the Native American/Victim representative for State VOCA Board for Oklahoma, is on the advisory board for the Oklahoma Victims Assistance Academy to be held in 2010, and the planning committee for the first ever Summit on Violence Against Native Women to be held in Oklahoma City in December, 2009. In 2002, Biker's Against Child Abuse named her their Outstanding Prosecutor for Oklahoma. She has also received commendations from the Oklahoma Highway Patrol for her work to reduce fatality accidents and from the Federal Drug Enforcement Administration for her work in drug eradication. A member of numerous civic organizations, she is also a member the National Congress of American Indians and the Oklahoma Indian Bar Association. Harrold is licensed to practice in numerous tribal courts and



Dianne Barker Harrold (Cont'd) United States District Courts and is a licensed member of the Oklahoma Bar Association. An enrolled member of the Cherokee Nation of Oklahoma, Dianne is an independent consultant and frequent speaker around the country, training tribal prosecutors and law enforcement, victims' advocates, child welfare workers, and service providers in the areas of child abuse, victim advocacy, domestic violence, sexual assault, report writing, and other related topics. She is employed as a Program Manager for Unified Solutions Tribal Community Development Group, Inc., of Tempe, Arizona, who provides Training and Technical Assistance to US Department of Justice Grantees under the Office of Victims of Crime Tribal Victims Programs across the nation. She also serves as an Independent Consultant for the United States Department of Justice Office for Victims of Crime Training and Technical Assistance (OVC TTAC), the Office of Violence Against Women having facilitated two historic tribal OVW task forces in 2008, and the American Indian Resource Center-Institute for Native Justice.



Kelly Benjamin is a graduate from Drake Law School, has been a practicing attorney for over 15 years and is a former Assistant District Attorney for Portage County, Wisconsin, where she held her position for over 10 years until April 2005. While working for Portage County, she was head attorney for domestic violence cases for 9 years, and also prosecuted sexual assault and child abuse cases among other misdemeanors and felonies. She is a certified trainer through the Wisconsin Office of Justice Assistance on domestic violence and sexual assault as well as a certified trainer through the Wisconsin Department of Justice, Law Enforcement Standards Board, on investigations, sensitive crimes, interviewing, report writing, juvenile and victim issues. While at the DA's office, she drafted protocols for the Portage County DA Office on Domestic Violence and the Portage County Child Abuse/Neglect Multi-Disciplinary Team, which she coordinated. She was a member of the Domestic Abuse and Sexual

Assault Community Response Teams and she was nominated Prosecutor of the year in 1999. Kelly has provided Domestic Violence training in Indian Country for the Menominee Nation in Wisconsin and the National Indian Youth Police Academy. Today, she continues to consult with different agencies as requested and continues to provide trainings on sensitive crimes, but has also entered the private sector on a part-time basis as in-house counsel for a commercial appraising firm.



Frank Caywood (Northern Cree) is currently a Program Manager for CASASTART (Center for Alcohol and Substance Abuse Striving Together for a Rewarding Tomorrow) at Neighborhood House Inc. in Portland, Oregon. He also serves as an independent training consultant on Native Gangs and Community Policing for Fox Valley Technical College and privately. Frank has provided Gang Outreach Programs for communities through Eastwind Family Center in Oregon. Mr. Caywood develops and coordinates programs for gang affected (Native) youth in transition bringing spiritual awareness - back to their own culture. Other past positions include serving on a Federal Gang Task Force, Prison Gang Management, and Gang Intelligences. Other past positions include serving on a federal gang task force.



Gary A. Chavez (Tohono O'odham) is a member of the Chukut Kuk District of the Tohono O'odham Nation. He has over 13 years of experience working in the criminal justice field in areas involving juvenile and adult probation and parole. Mr. Chavez's career in Criminal Justice began as an Intervention Resource Officer with the Tohono O'odham Nation's Children's Program. Currently Mr. Chavez is the Chief Probation Officer for the Pascua Yaqui Tribe's, Office of Probation and Parole. Mr. Chavez has been involved in training probation officers in the areas of criminal gangs, sex offender management, and probation officer tactical training. Mr. Chavez holds certifications as a training instructor for Tactics for Officer Safety & Survival (T.O.S.S.) and Taser M26 Advanced Taser & Taser X26. Mr. Chavez recently graduated from the Tribal Probation Academy conducted by Fox Valley Technical College. Currently Mr. Chavez is certified to practice law within the Pascua Yaqui Tribal Courts. He is also expected to earn his bachelor's degree in Criminal Justice from Prescott College in the Spring of 2009.



Misty Davis (Gros Ventre) is a Gros Ventre member of the Fort Belknap Indian Reservation in north central Montana. Ms. Davis is a graduate of Montana State University where she received a Bachelor of Science degree in Human Services. She has nearly ten years of experience working in the Human Services and Criminal Justice Systems. Her probation work includes Yellowstone County Court Services Juvenile Probation Officer, the New Mexico Department of Corrections Probation Parole Officer, and Metropolitan Court Probation Officer. She also served as Volunteer and Community Outreach coordinator for the Yellowstone County Restorative Justice Project. Ms. Davis was instrumental in the development and implementation of the Bernalillo County Metropolitan Urban Native American Drug Court, the first culturally specific Drug Court program for Native Americans operated by a non-Tribal government in 2004. She has also served as the Healing to Wellness Tribal

Court Initiative Program Director for the Native American Alliance Foundation, and as consultant to the National Association of Drug Court Professionals. She is a member of the National Association of Drug Court Professionals, the New Mexico Association of Drug Court Professionals, the Native American Business Alliance, the National Association of Women Business Owners and Mothers Against Drunk Driving.



Gene Fenton (Salish Kootenai) is an enrolled member of the Confederated Salish and Kootenai Tribes of the Flathead Nation and is a direct Descendant of the Oneida Nation in Wisconsin. Gene is currently serving as the Captain of Police for the Isleta Police Department in the State of New Mexico. Captain Fenton is responsible for overseeing Patrol, Criminal Investigations, Drug Investigations, Traffic, and Communications Divisions. Captain Fenton is tasked with the development and implementation of the Sex Offender Registration Program for the Isleta Pueblo in compliance with Public Law 109-248 (Adam Walsh Child Protection Act). The Isleta Police Department has 32 sworn positions with a total staff of 45. Captain Fenton is a United States Army Veteran with over 19 years of Military and Public Safety service. Captain Fenton's primary focus has been in providing and enhancing services in Indian Country. Captain Fenton has served in the States of Washington, Idaho, Montana and New Mexico.

During his extensive law enforcement career, he has served in the positions of: Corrections Officer, Patrolman, Field Training Officer,

Gene Fenton (cont'd) Traffic Enforcement Supervisor, Narcotics Investigator, Internal Affairs Investigator, Police Lieutenant and Police Captain. Captain Fenton is well qualified in all aspects of criminal investigations with a priority in the safety of communities. Captain Fenton is an OSHA Certified Clandestine Drug Lab Decontamination Specialist, and a Hazardous Waste Emergency Responder. Captain Fenton's training and service as an Investigator has led him to a focus on community outreach and public awareness. Over the past few years, he has traveled around Indian Country teaching the dangers of methamphetamine and other illicit drugs. He has taught in school settings, town hall meetings, District meetings, several conferences and community functions. He takes pride in his ability to work with the public and be directly involved with community functions whether they are law enforcement related or not. During Gene's service as a Police Lieutenant for the Yakama Indian Nation in the State of Washington, he was the Commander for Sex Offender Enforcement unit pursuant to Public Law 109-248 (Adam Walsh Child Protection Act). Captain Fenton was instrumental in the development of this program which is the second Indian Reservation in the Country to be recognized as substantially implemented by the Department of Justice. He takes pride in acknowledging that the Yakama Nation program is one of only five Indian Nations whose website is connected to the National Sex Offender Registration database. Captain Fenton serves as an Instructor for the National Tribal Probation Academy, the Tribal Community Police Problem Solving Teams Program, and serves as a Senior Counselor for the National Indian Youth Police Academy.



Dan Hally is currently a Captain with the Asotin County Sheriff's Office in Washington State. He previously served as a Captain with the Nez Perce Tribal Police Department. Dan has extensive experience in providing training on topics related to law enforcement and victim services in Indian Country and Alaska Native Communities. Dan specializes in the area of violence in relationships and the impact on trauma on victims of crime. Dan has dedicated his career to serving victims of crime and improving law enforcements response after the loss of two family members to a violent homicide in a rural Oregon community. Dan is a Forensic Artist and volunteers his services to any requesting law enforcement agency. This highly interactive workshop is designed to enhance the skills of Tribal Leaders, Program Managers and Mid-level supervisors for managing and implementing teams. This training

greatly improves the development and success of community teams by promoting respectful interaction and enhancing leadership skills.

Ron Harnden began his career 23 years ago and has experienced the many facets of the "911 lifestyle". He is currently serving as the Chief of Police (11 years) for the Confederated Tribes of the Umatilla Indian Reservation. Chief Harnden has worked for both municipal and county law enforcement departments previously. During his tenure, Chief Harnden has advocated to the development of a strong "Community Policing" approach to the department. He has provided particular attention to working with the tribal youth and was involved with the National Indian Youth Police Academy as a board member. He directs much of our success to the assistance and training provided by the Western Community Policing Center and the Fox Valley Technical College. Chief Harnden has a bachelor's degree in Public Safety and Security Administration and is pursuing a master's degree in Public Administration. Chief Harnden is a native of Oregon and has two children. He is active in his church and community. During the past decade, he has traveled to Honduras to aid in rebuilding houses that were destroyed during Hurricane Mitch.

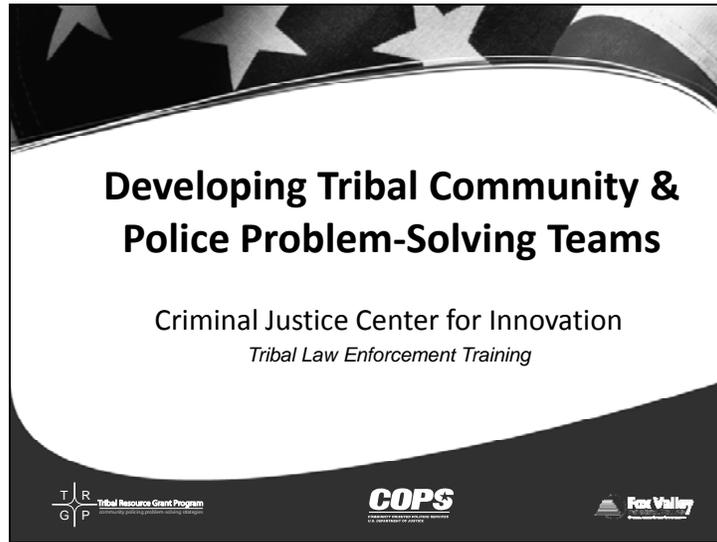


David Rogers (Nez Perce) serves as the Tribal Law Enforcement Programs Specialist for Fox Valley Technical College, Criminal Justice Center for Innovation in Neenah, Wisconsin. Dave is currently the Director of the National Indian Youth Police Academy (NIYPA), which has gained international attention for its work with Native youth and is entering its 7th year of operation. Dave's recent projects include the management of the Tribal Probation Academy, as well as the newly awarded Tribal Resource Grant Program (TRGP) and the Comprehensive Approaches to Sex Offender Management (CASOM) grant. Dave is a 34-year criminal justice professional with 16 years of experience in law enforcement serving in positions that included Captain, Under-Sheriff and Chief of Police of both Tribal and Non-Tribal police agencies. He served as Chief of Police for the Makah Nation in Washington and as the first Chief of Enforcement for the Columbia River Inter-Tribal Enforcement. Dave also served nine years as a probation officer and Court Commissioner for the District Courts of Clark County in Vancouver, Washington. During this time he managed the Electronic Home Monitoring program as well as providing field probation services. For four years he was the Program Manager for the Western Community Policing Center providing Community Policing Training for the CIRCLE Project and the TRGP to over 250 tribes in 32 states on behalf of the COPS Office initiatives for Indian Country.



Chris Warren was one of the original TRGP Instructors when the project began in 1999. Chris has an extensive training background as an instructor in the area of Community Policing. He has completed Community Policing Train the Trainer programs hosted by the Federal Law Enforcement Training Center, Western Community Policing Center, Navajo Community Policing Center, National Association of Chiefs of Police and Sheriffs Association. He is also certified as a General Instructor for Law Enforcement through Arizona P.O.S.T. Chris has also served several years as a class councilor for the National Indian Youth Police Academy. Chris began his law enforcement career as a Police Officer with the Tohono O'odham Nation Tribal Police Department in 1998. The Tohono O'odham Nation is the 2nd largest reservation in the country, and encompasses approximately 4,500 square miles in Southern Arizona. The reservation also shares 70 miles of international border with Mexico. The reservation is

used heavily by smugglers to transport both illegal drugs and people into the United States. His law enforcement experience has included assignments as a Field Training Officer, Bike Patrol Officer, Community Policing Instructor, DUI Officer, Traffic Investigator, and Gang Unit Detective. Chris transferred to the Marana Police Department in 2004. He was later assigned as a Detective with the Counter Narcotics Alliance, which is a multi agency narcotics task force for Southern Arizona. As a narcotics Detective, he investigated marijuana stash houses, parcel interdiction, worked undercover, and was a member of the task force's intelligence committee. Chris was promoted to the rank of Sergeant with the Marana Police Department in 2006. He has since served as a Patrol Supervisor, K-9 Supervisor, Motorcycle Unit Supervisor, Field Training Coordinator, as well as the Training Supervisor for the police department. He is also a Public Information Officer and media spokesman for the police department. Chris currently resides in his hometown of Tucson, Arizona. He is married and has two young boys. He enjoys coaching his sons' baseball teams in his spare time.





Housekeeping Notes

Provide an overview of the training manual and training materials.

Provide an overview of the amenities available and the location of the nearest restrooms.

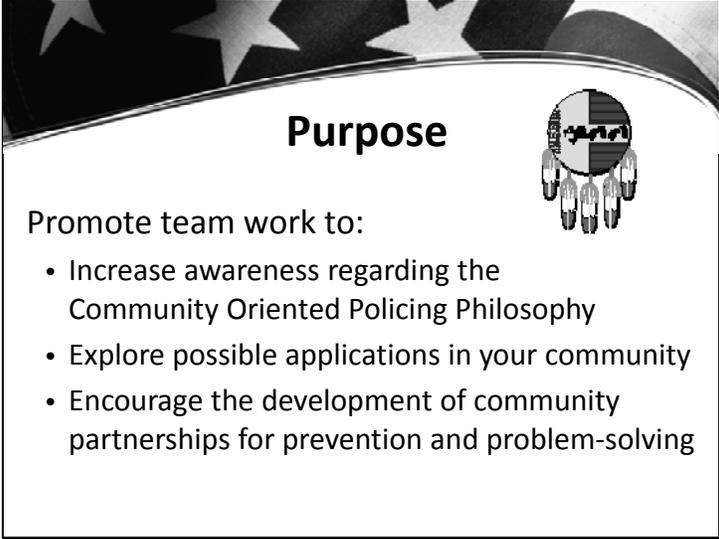
Ask students to turn their cell phones to vibrate. Ask that other electronics devices not be used during the course of the instruction.

(there may be exceptions due to work needs)

Provide information regarding meals whether provided or not and explain what the break schedule will be. Consider having an attendee serve as a time keeper.

Explain the seating arrangement indicating that there will be several occasions for attendees to mix and meet.

Provide the instructions for the sign in roster.



Purpose

Promote team work to:

- Increase awareness regarding the Community Oriented Policing Philosophy
- Explore possible applications in your community
- Encourage the development of community partnerships for prevention and problem-solving

Purpose of the Training

The PRIMARY purpose is to build teamwork, because group problem solving is the proven method to address community issues.

The SECONDARY purpose is to actually address a specific problem as selected by the attendees and take some initial steps towards seeking solutions to the problem in a team effort. Because the project is supported by the Meth Grant there is also a goal to create meth awareness with the citizen attendees and use the meth component as an example of how a community working with police can reduce or eliminate problems.

All else is sub-heading because it just makes you a better team... a play book, so to speak.



Students will be able to:

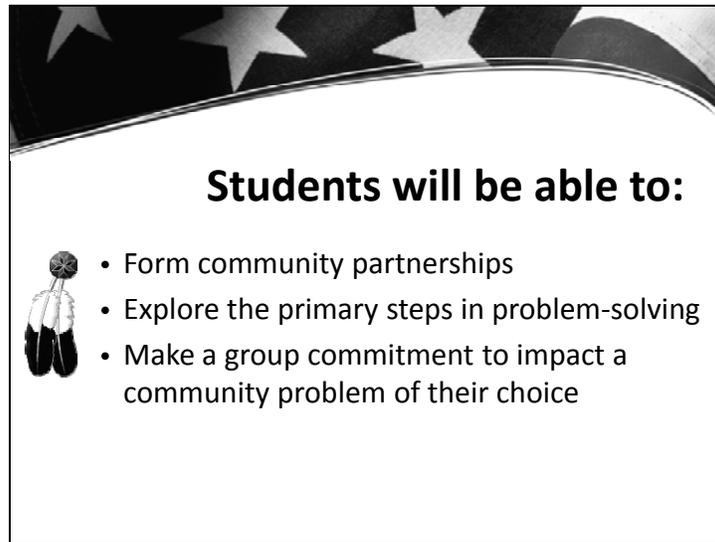
- Evaluate the application of a problem-solving model and explore potential application to issues of crime and livability
- Define the philosophy of community policing
- Identify the common dynamics of change

Class Objectives

Discuss class objectives

Class will cover

- Problem Exploration
- Community Oriented Policing
- Change
- Partnerships
- Problems Solving
- Action Steps



Students will be able to:

- Form community partnerships
- Explore the primary steps in problem-solving
- Make a group commitment to impact a community problem of their choice

Class Objectives

Discuss class objectives

Class will cover

- Problem Exploration
- Community Oriented Policing
- Change
- Partnerships
- Problems Solving
- Action Steps



Student Expectations

Ask the class to volunteer what their expectations of attending the training are.

Chart the expectations on a chart and post them on a wall.

These are the challenges instructors should strive to meet.

At the end of each day look at this chart and ask yourself if you have met any of the class expectations.

At the conclusion of the training, refer back to the chart and ask the students if their expectations have been met.

Schedule

- Day 1
 - Introductions
 - Meth as an example
 - Underlying Conditions
 - Community Policing
 - Fear
- Day 2
 - Building Partnerships
 - Problem-Solving
 - Evaluation



Class Schedule

Provide a quick overview of the Training schedule.

NOTE: Times are provided in this curriculum as a very loose guide. You can ensure flexibility for delivery by reporting a general morning and afternoon agenda, without specific times.



Facilitate the identification of workshop ground rules for the class, to ensure a safe, participatory environment.

Keep in mind that there may be conflicts within the group and the ground rules help to control possible episodes.

Possible question to stimulate input: Can we agree to treat each other with respect for the duration of the class? What will that look like?

Consider asking each team to select a “keeper of the values” to hold the team accountable to the agreed terms of operation.



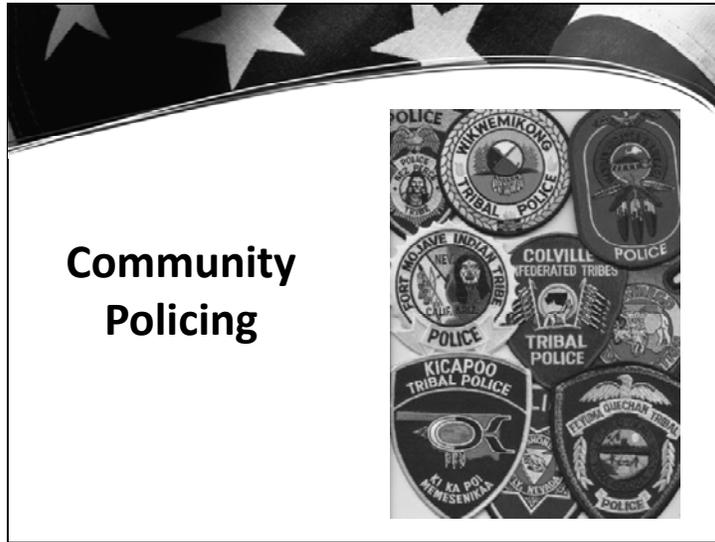
Introductions

Choose an introductory exercise for people, based on how familiar they already are with one another. Stretch them a little bit, but not too much.

Ideas for activities:

- Simple Intro with Name, location, job and one fun fact about themselves
- Guessing game with a bed sheet
- Speed dating with specific questions
- I am a(noun or verb)... (what categories do they create for themselves)
- See Thiagi.com for your own preferences

INSTRUCTOR RESOURCES





Pow-Wow Highway Video Clip

After the clip discuss what the class saw.

The points you are trying to follow the Problem Solving components of Community Policing:
Problem Solving – Buddy’s sister is in jail on a fake charge. He wants to get to her and also take care of her kids.

Asset Assessment – Buddy has money (borrowed from the tribe) but no vehicle

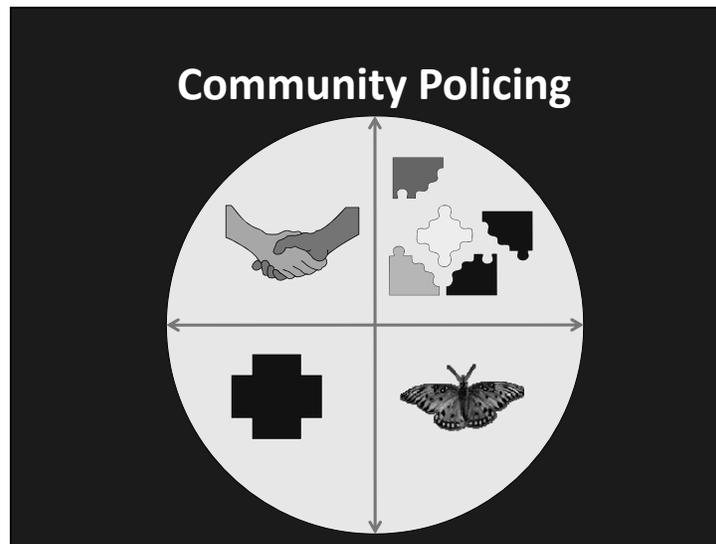
Partnerships – Buddy forms a partnership with Filbert who just bought an old car.

Planning – Buddy is a knee jerk reaction. Filbert is looking for spirituality and creates strategies in a calm and select way.

Action Steps – They find the kids and with Rabbits help they break Buddy’s sister out of jail and escape.

Change – Buddy see’s the uniqueness of Filbert and changes his manner of dealing with him and his view on life in general.

Prevention – Through the process they prevent further illegal abuse by the police and the coal mining company.



Community Policing

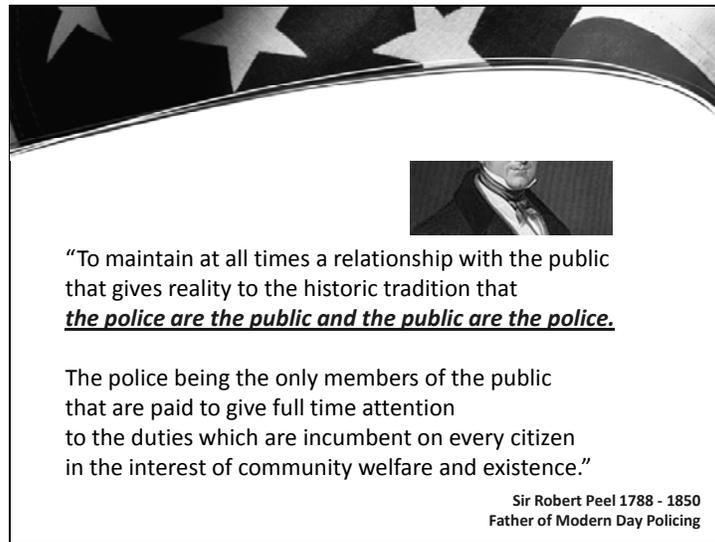
Define community policing for the group.

...a philosophy wherein the police and community share resources and responsibility for solving recurring problems that directly or indirectly threaten community safety or livability

Explain that community policing is a combination of Partnerships + Problem Solving + Systemic Change + Prevention; and the players are most generally the police and community.

Have instructors tell stories of how community policing is working in their communities.

Explain that the philosophy is being used in other areas of the Criminal Justice system and government, as well.



Sir Robert Peel

Peel's Principle

Note: Sir Robert Peel was a constable in England in the early 1800's. This was the model on which modern-day American policing was built.



Crime Fighters Video Clip

Option 1: Debrief by asking (and capturing on flip chart): What professional tools were used in the video? What professional tools are used by police today? Compare the lists and note that we are still primarily using the same tools. Other than advances in technology the tools have remained the same. DNA , electronic interception etc have been the biggest changes.

Option 2: Divide the class into groups and assign an era to each group. Tell them to define the tools and strategies of policing in their assigned era. Compare the lists and note the similarities and/or differences.

Discuss the limitations of conventional policing strategies.

Challenge the students to consider that we might need some additional tools - Partnerships and Problem Solving.



Conventional Policing Methods

- Preventative patrol
 - Kansas City experiment
- Rapid response
- Follow-up criminal investigation
 - Low property recovery rate
 - Medium to low clearance rate



Conventional Policing Methods

Speak about preventative patrol and the false beliefs that the benefits were of this method. Describe the Kansas City Experiment. The city was divided in thirds. One third the patrols remained the same, one third was inundated with extras patrols and the final third had all patrols removed other than responding to calls. After a specific period of time the crime stats were studied and they found that crime did not change in any of the areas.

Speak about rapid response. How law enforcement would respond code 3 for many calls. But studies have shown the cost in terms of damage to police vehicles, officers, public property and citizens was too severe to continue these free response policies. Even pursuits have been restricted in many areas. Use a paper chart and ask the law enforcement officers in the room how many years they have been cops, put the total up. How many “burglary in progress” calls have they responded to code 3 and put that number up. Finally ask how many burglars they actually caught and put the number up. This demonstrates that with many years of experience and countless responses the arrests are very minimal.

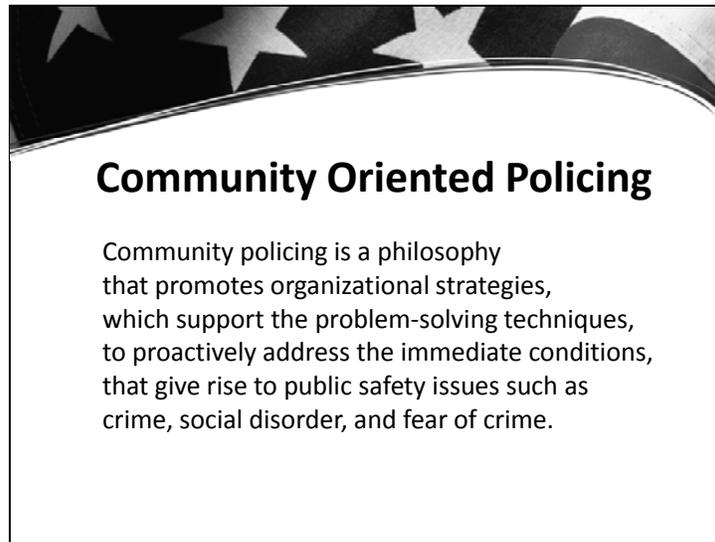
Speak about follow up criminal investigations result in low recovery rates and low clearance rates yet take the majority of an officer's time. Can officers spend their time and have more effect on crime by doing something different?

**Research has shown...**

Few offenders account for most of the crimes
Few victims account for most of the victimization
Few locations account for most of the police calls

Community Policing works because we focus our efforts on these smaller percentages of the three legs of crime.

Imagine the impact we could have on crime by just eliminating the Repeating patterns?!



Community Policing Definition

The most current definition of COP recognizes not only the need to think and act strategically, but also the debilitating effects of fear (the anticipation of crime and disorder) itself.



Training Section 1

Explain how the COP philosophy is applied in other areas of the criminal justice system and government.

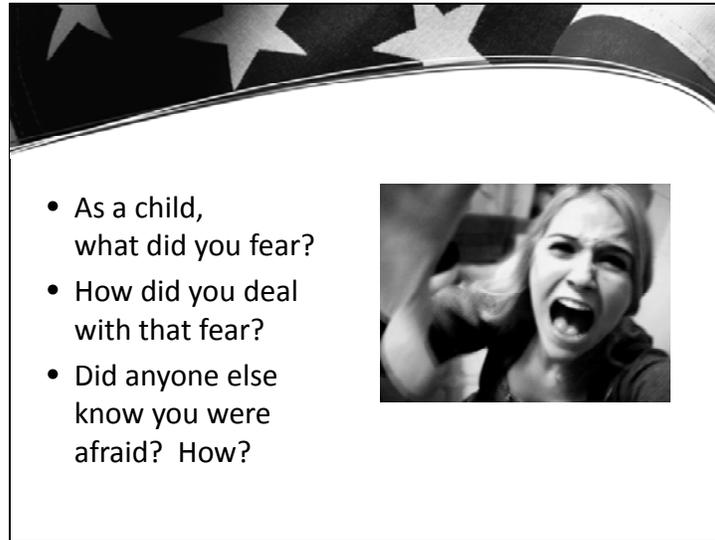
Restorative Justice: gets victims and offenders together to discuss what might be done to restore wholeness to the victim and the offender. Example: Vandalism - they might agree that the offender would issue a written apology, pay to fix the damage, and agree to speak to a youth group about what they've learned.

Community Justice: recognizes that when a crime is committed, it is more than the victim and the offender that suffer, because the entire community is affected. This model includes the community in identifying ways to restore wholeness.

Example: The community might engage offenders in projects such as Habitat for Humanity, building park benches or flower boxes, etc.

Community Governance: uses partnerships, problem solving, prevention and systemic supports to change conditions in the community for the better.

Solicit success stories from participants that might fit this model. If none are volunteered, provide an example.

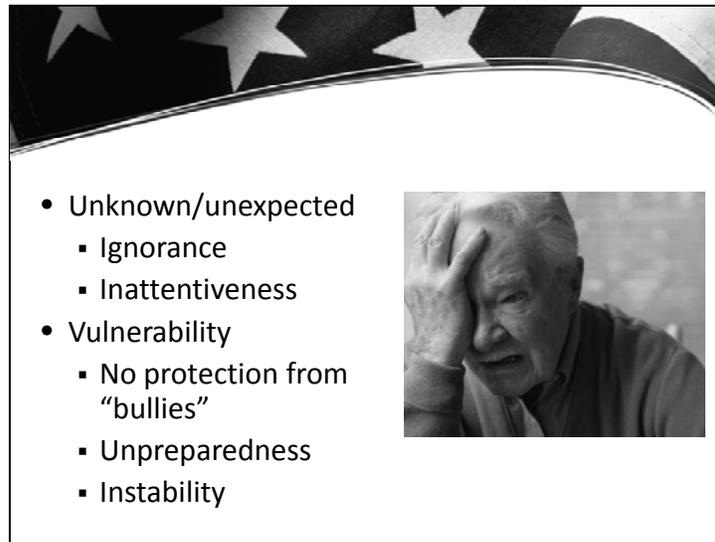


- As a child, what did you fear?
- How did you deal with that fear?
- Did anyone else know you were afraid? How?

***PERSONAL FEAR***

At their tables, have them individually note their answers to these questions. Ask for a couple of volunteers from each table to report back on their answers. Since this can be a touchy issue for many people, do not force anyone to respond or talk about it if they do not want to.

When you were a kid, what did you fear? (Make a list for yourself.)
What was it about that thing that made it scary?



The slide features a list of causes of fear on the left and a photograph of an elderly man on the right. The man is looking down with a distressed expression, resting his head on his hand. The background of the slide is white with a decorative border at the top featuring stars and stripes, similar to the American flag.

- Unknown/unexpected
 - Ignorance
 - Inattentiveness
- Vulnerability
 - No protection from “bullies”
 - Unpreparedness
 - Instability

What Causes Fear?

Fear is commonly created by a sense of surprise, vulnerability, and dependence.

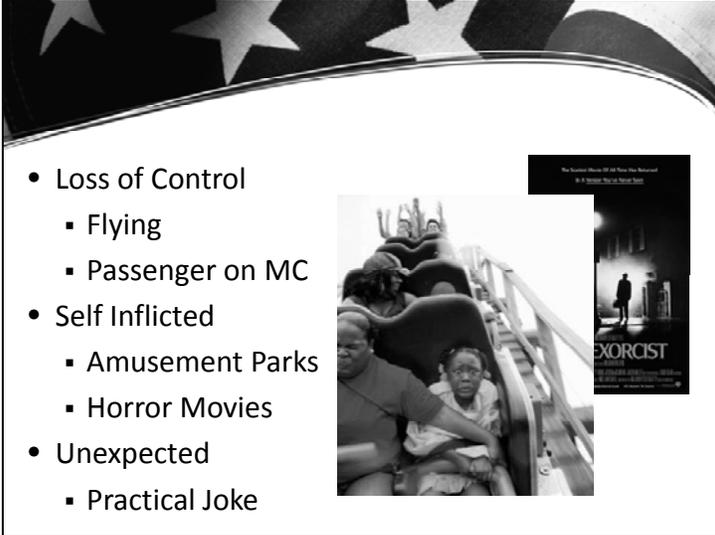
Real Fear as opposed to Perceived Fear

Questions:

Under which category does YOUR fear fall?

What steps might you take to counter or address that fear?

(become informed, prepare, be vigilant, partner with neighbors, police, etc.)



- Loss of Control
 - Flying
 - Passenger on MC
- Self Inflicted
 - Amusement Parks
 - Horror Movies
- Unexpected
 - Practical Joke

What Causes Fear

Discuss loss of control

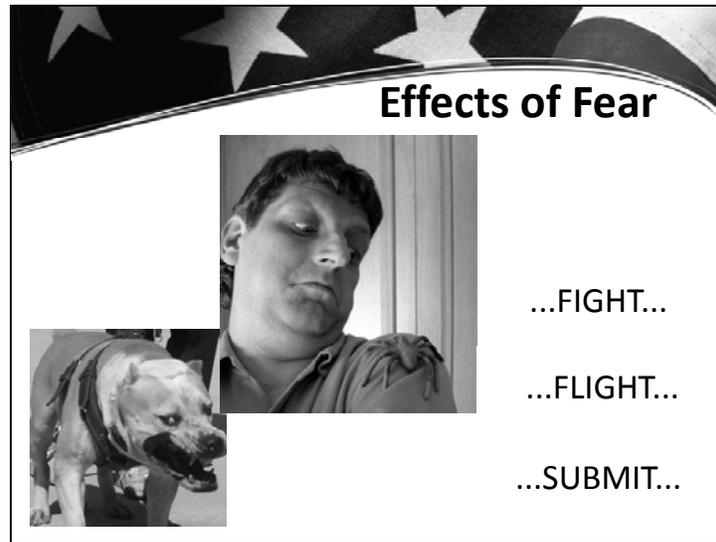
Having your life placed in the hands of others or events beyond your control, such as hurricanes, blizzards, disease/

Discuss self inflicted

Why do we go to amusement parks, haunted houses, horror movies. Why do we enjoy being scared?

Unexpected

The practical joke. Why do we think it is funny to scare people or see people being scared?



Effects of Fear

The community, as a whole, has the same response to fear as does the individual.

Potential Discussion Question: What evidence can you site that the community has a “fight or flight” reaction to fear or threat?

Potential Discussion Question: Considering the sources of fear, what might we do to reduce or eliminate fear in a community?

Unknown = share information

Vulnerability = provide laws and enforcement for protection
= provide guidelines for preparedness

Loss of Control = provide opportunities for involvement

Potential Discussion Question: Contrast the cost of fear with the actual cost of a terrorist attack.

Does fear influence behavior?



- Recall a time that your community was in fear
- How could you tell the community was in fear? (What did they do?)

Community Fear

Have the students think of a time that their community was in fear. Have them stand and tell the story.

Ask them how they could tell the community was in fear. What were the signs? What did they do about the cause of the fear?

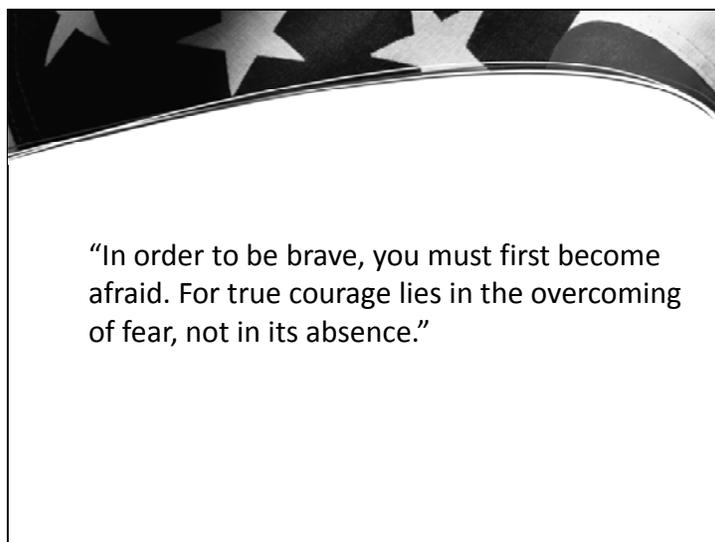


Fear and its Role in Society

Discuss how fear plays a role in these topics.

Have each group select one topic and have a discussion about the good things and bad things that have evolved out of fear over the topic.

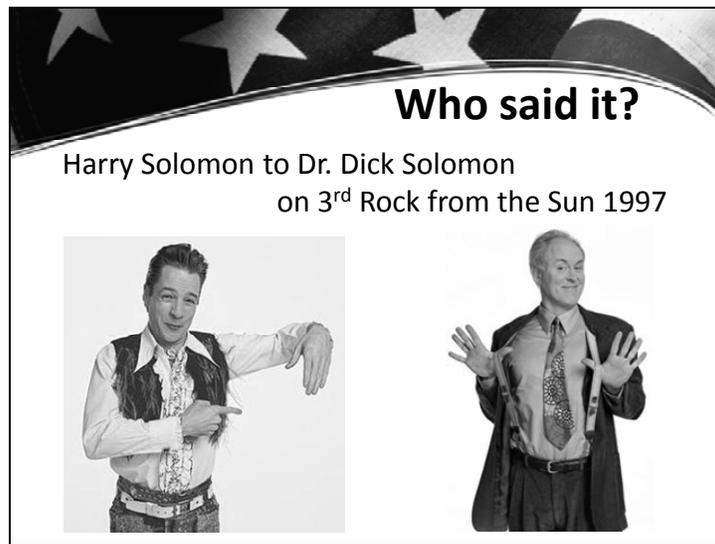
Have a person report back.



“In order to be brave, you must first become afraid. For true courage lies in the overcoming of fear, not in its absence.”

A Great Quote

What do the students think about this quote.



Who said it?

As great of a quote as it is this is where it came from.

Harry Solomon to Dr. Dick Solomon on 3rd Rock From the Sun “Scaredy Dick” 1997

Dick: “That’s beautiful, who said that?”

Harry: “Blue Power Ranger”



This cartoon starts the discussion on the media's role in fear.

Ask the students what this cartoon means to them.



Show SWORDFISH video clip that demonstrates the power of the media in news.

VIDEO CLIP



- Amplify the fear
 - Repetition
 - So called “experts”
 - If it bleeds it leads
- “If a situation is defined as real, it is real in its consequences.”

W I Thomas

Media’s Contribution to Fear

Discuss how the Media affects fear at a local, national and global level.

Discuss:

Crime Vs Fear of Crime

Is one worse than the other?

Examples of media fear individuals have experienced



Purpose of Exercise: Being influenced to believe that “they’re out there and they’re going to get you”.

The power of suggestion is huge, and the media uses it all of the time.

Provide each table with several bags of balloons and tape.

Instruct each table that their goal is to build the tallest structure out of their balloons, using whatever resources are available to them.

But during the break, one of their members was told to be a saboteur and try to hinder or prevent their team from winning the competition.

The team is to watch for the saboteur and when they have identified them they must step away from the table.

After a winner is identified have all the saboteurs stand in front of the room. Ask each table how they identified them. Ask the saboteurs if they had been selected by the instructor and of course none had.

Discuss the exercise. This demonstrates how the media/authority can make something true that isn't. Ask how the selected people felt when they were picked.



- Education
- Hope
- Love and empathy
- Preparedness
- Community involvement

Facing Fear

Discuss strategies to create a fear-resistant community.

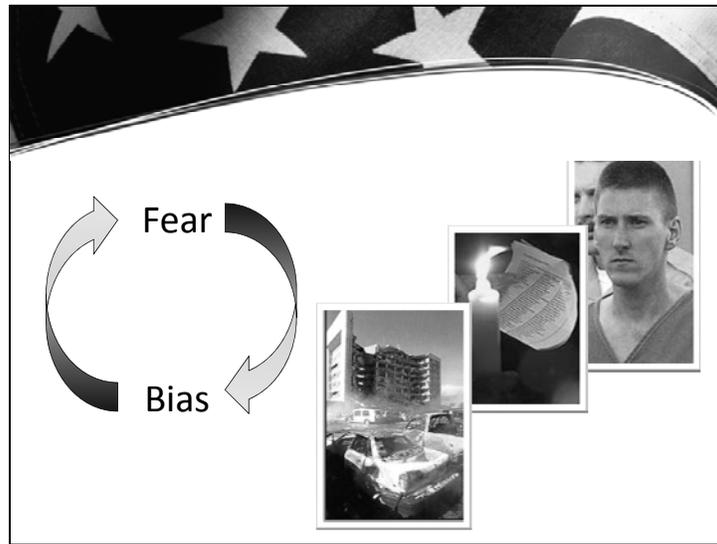
Education - Awareness (eliminates fear of the unknown)

Hope - Reassurance (develops courage)

Love and empathy – To Comfort (removes isolation/vulnerability)

Preparedness – Having a Plan (reduces vulnerability)

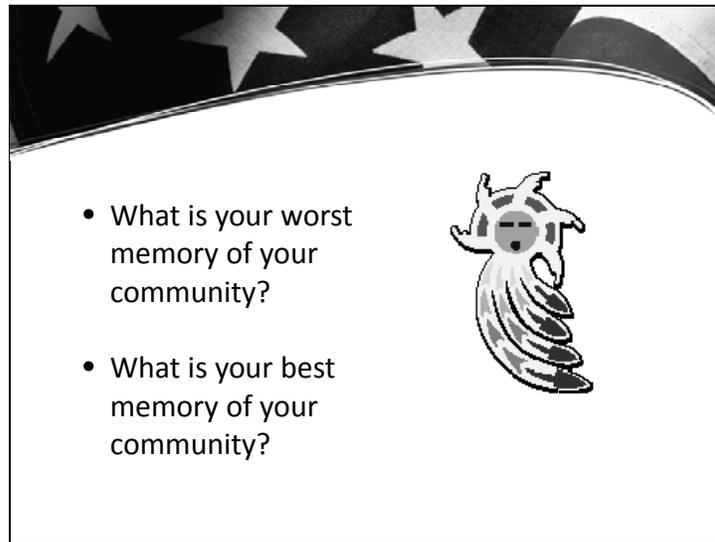
Community Involvement – Counting on others / knowing neighbors (restores a sense of control)



Breaking the Cycle

Fear creates bias which creates more fear. The idea is to eliminate bias and therefore reduce or eliminate fear of as particular unknown.

This can be applied to racism as an example.



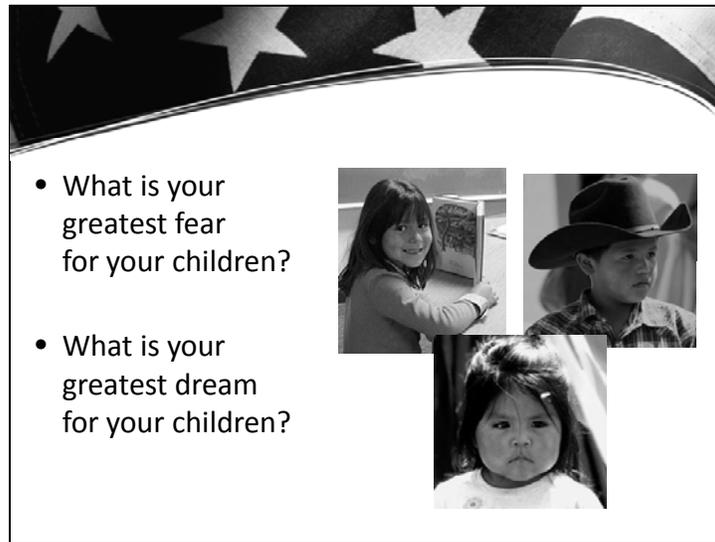
- What is your worst memory of your community?
- What is your best memory of your community?

Training Section 15

Direct students to share their responses to the questions on the Slide within their group.

Ask them to come to consensus about strengths and weaknesses of their community.

***Complete workbook questions 4-5**



- What is your greatest fear for your children?
- What is your greatest dream for your children?



About the future

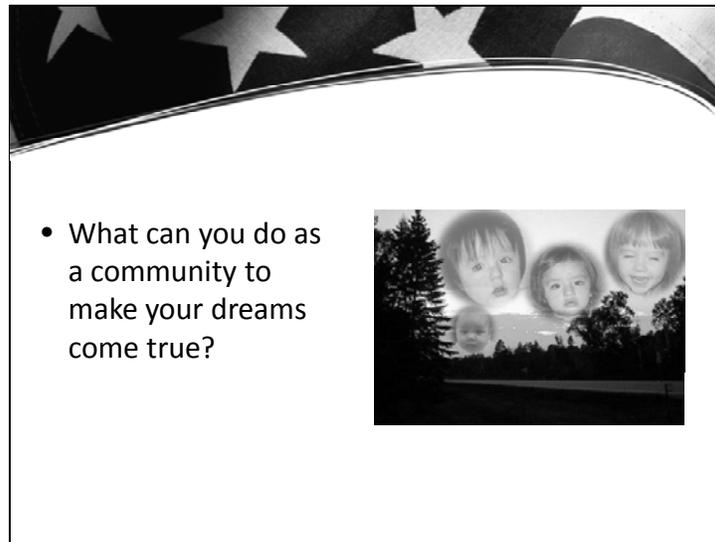
We don't have to live in fear. We can choose to pursue our dreams, and live in hope.

Have each table take a paper chart and make a list of their greatest fears for their children.

Then make a second chart showing their greatest dreams for their children.

Have each table select a spokesperson and have them read back their lists.

Post the lists on the walls as you will come back to them shortly.



- What can you do as a community to make your dreams come true?



About the future

Have each table use chart paper and make a short list of things the community could do to make the dreams listed come true. Post these charts on the wall next to the Dreams paper charts.

You will return to this list shortly.

Photo Credit K. Soren



Medicine River Clip

Clips shows how people can reconnect to their cultures and to the elders as a strength to survive living in two worlds. Starts the conversation on Eras of Native people.



Eras of Native People

We have endured a lot of change, and we can motivate change.

Facilitate a discussion about change. (Slide)

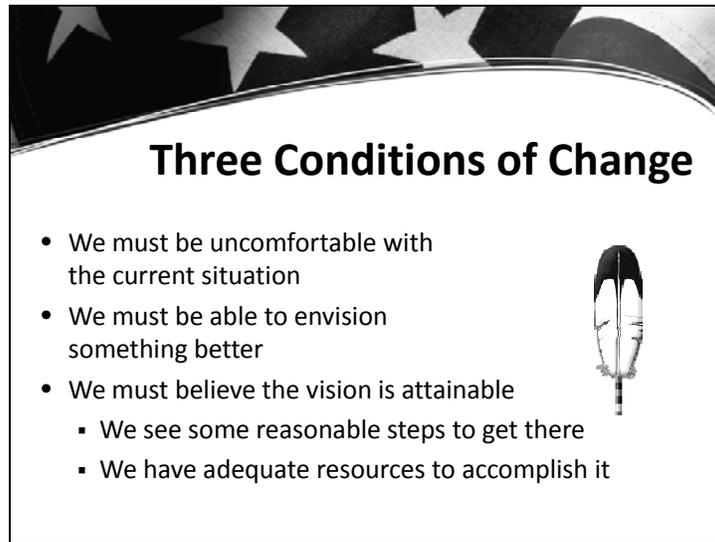
Possible discussion question: How are things different today than when your grandparents were kids?

Consider areas such as: Communication, Families, Education, Travel, and Economy in your discussion.

Give and allow attendees to give personal examples.

Local Leader

Ask an elder to tell of the changes they have seen in their community in their lifetime.



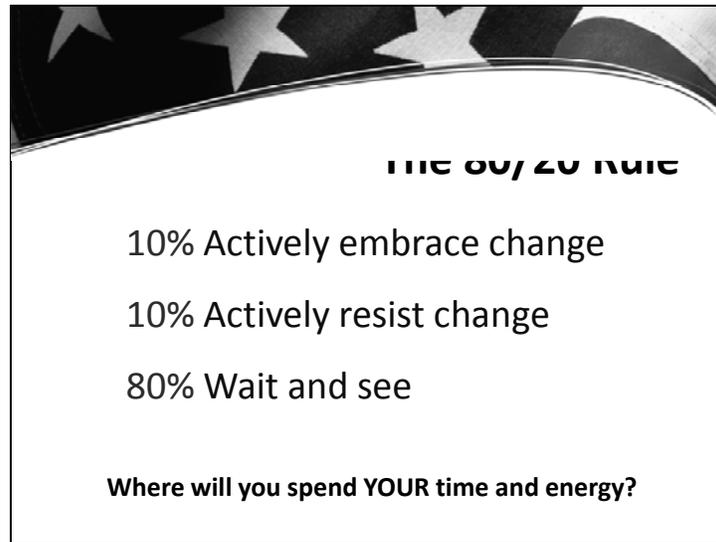
Three Conditions of Change

- We must be uncomfortable with the current situation
- We must be able to envision something better
- We must believe the vision is attainable
 - We see some reasonable steps to get there
 - We have adequate resources to accomplish it

Three Conditions of Change

Use an example (new baby, divorce, moving, etc.) to explain the three conditions of change.

This process can be used when considering all issues or problems perceived in the community. (or personal and professional life).

**Discuss the dynamics of the 80/20 Rule**

Give some examples

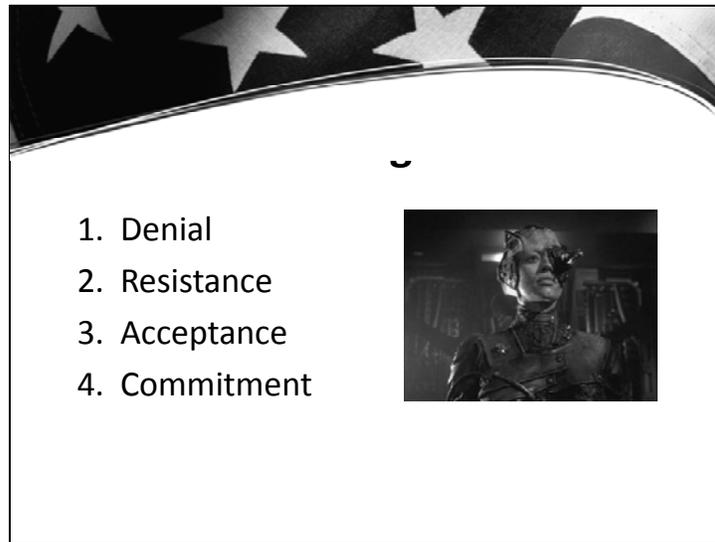
People's reaction to the computer age

People's reaction to the removal of the Berlin Wall

To market change, solicit those who actively embrace change to help with those who are "waiting to see." Don't waste your time with those who are actively resisting change (except to understand their arguments).

What happens when the decision makers are active resistors?

... you have to sell the idea.



1. Denial
2. Resistance
3. Acceptance
4. Commitment



Change is a Process

We have to warm up to the idea of change.

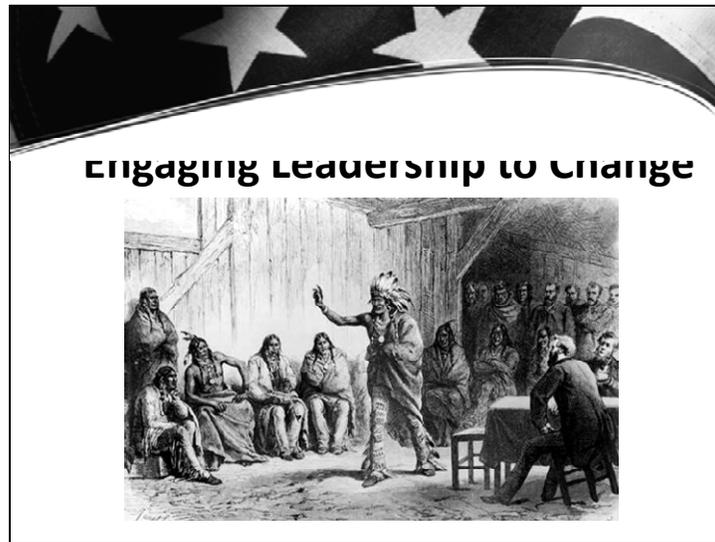
Change can be good, bad, forced, natural, optional, chosen. In all cases there is a human tendency to experience the 4 stages of change experienced by individuals and all other facing the change.

Denial: is the refusal to accept the pending change. Refusing to acknowledge that the change is coming. (No Way!)

Resistance: is the stage of rationalizing why the change will not work. Such thinking as “we never did it that way before” or “this will never work” help support the resistance stage. (No Way Because....)

Acceptance: is the stage where exposure to the change was not as bad as originally thought and the thinking process changes to a willingness to view the change as something that might work. (Maybe we can give it a try)

Commitment: is the stage where the change is completely or mostly accepted as a something that will work or is better than the original way something had been. (This isn't so bad after all)



Change is easier when it is introduced or supported by recognized community leader. The most progressive leaders are the ones working towards positive change. But you CAN make change without them.

VIDEO: INDIAN LEADERSHIP



What Can The Police Do?

Policing strategies continue to change. The police used to be central figures in addressing our problems.

Discuss the model where the focus is on policing and others are fringe partners.

This model depends on the police to lead.

This model relates to issues of crime.

Possible discussion question: Have we overextended our police by expecting them to:

Teach drug prevention in schools?

Lead community meetings?

Coordinate recreational programs for youth?

(Can somebody else do this stuff?)

It's bigger than the police, but community policing measures the police for it.



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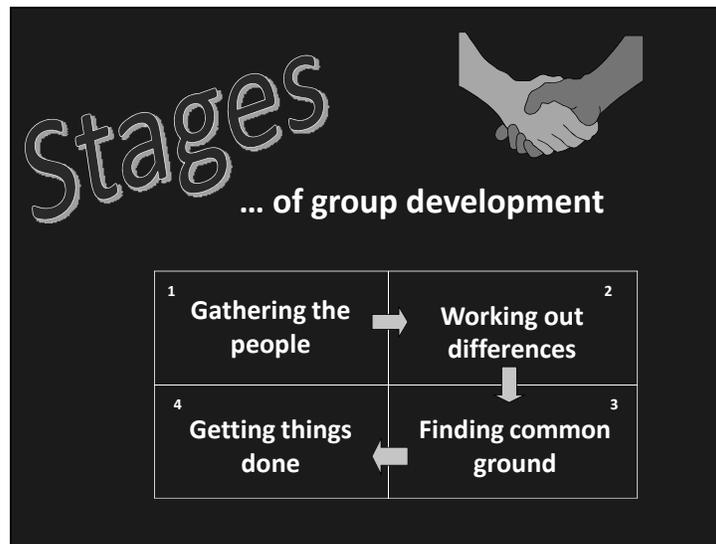
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Lead community meetings?

Coordinate recreational programs for youth?

(Can somebody else do this stuff?)

It's bigger than the police, but community policing measures the police for it.



Stages of Group Development

Ask students to think of groups/teams on which they've served. Ask them to consider how the group developed (from beginning to end). Ask the groups, "How did the dynamics of your group change over time?"

As groups, have them try to identify four or five distinct "stages" that any group might go through as it develops.

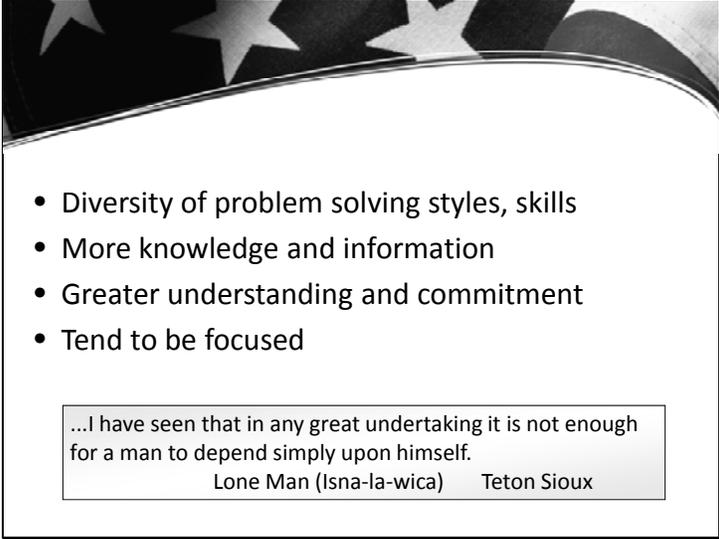
Known as :

FORMING: Gathering the people for the group

STORMING: Working out the differences between the members

NORMING: Finding the common ground that everyone agrees with

PERFORMING: Getting things done

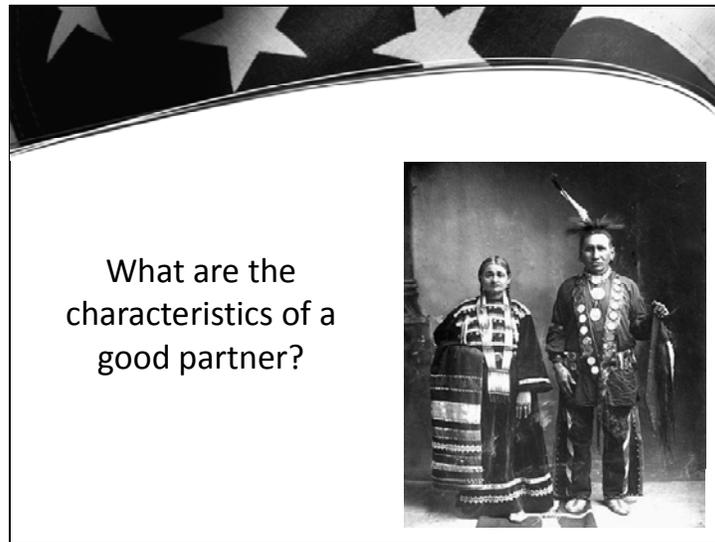


- Diversity of problem solving styles, skills
- More knowledge and information
- Greater understanding and commitment
- Tend to be focused

...I have seen that in any great undertaking it is not enough for a man to depend simply upon himself.
Lone Man (Isna-la-wica) Teton Sioux

Benefits of Group Problem Solving

Discuss the benefits of forming partnerships to group problem solve.



Working as Partners

Using the paper chart ask the attendees to state what they think the characteristics of a good partner are. Partner being a spouse, best friend, boy/girl friend, dog, etc

Point out that the first key to forming quality partnerships it to be a good partner yourself you are expected to be the same things that you desire in a good partner too.

Chart their responses on the chart and post on the wall you will come back to this chart later.



together in Partnership

Group diversity
leads to
Comprehensive information
leads to
Better understanding
leads to
Effective solutions



Working together in Partnership

Either discuss the slide as it relates to the benefits of group problem solving OR if time allows you can facilitate an activity that shows the importance of inviting diverse perspectives into the group. If there is enough space the “Level The Playing Field” activity has been very impactful.

INSTRUCTOR RESOURCES

Problem-Solving Styles

- Collaborator = Big Picture
(May neglect the details.)
- Contributor = Task Oriented
(May be short-sighted.)
- Communicator = Builds Trust
(May over-emphasize team climate.)
- Challenger = Provides Reality Checks
(May question relentlessly.)



Problem Solving Styles

After describing the 4 problem solving styles and that while some people have a dominate style with a mixture of the rest, there are some people who have blends of two or more of these styles and are able to adjust to situations.

Facilitate a role play. Pick 4 “volunteers” and step outside of the room. Give each one a card that identifies them as one of the 4 problem solving styles and make sure they understand what each style is. Have them hold a discussion in front of the class about “going to dinner” with each using the problem solving style they have been assigned to the maximum. This exercise can be very humorous and after a period of time stop the discussion and ask the class if they can identify which problem solving style each of the players was using.

Instruct each group to explore their distribution of styles.

Possible discussion question: What happens if everyone in your group is a collaborator? A contributor? A communicator? A challenger? What can you do to bring balance to the group?

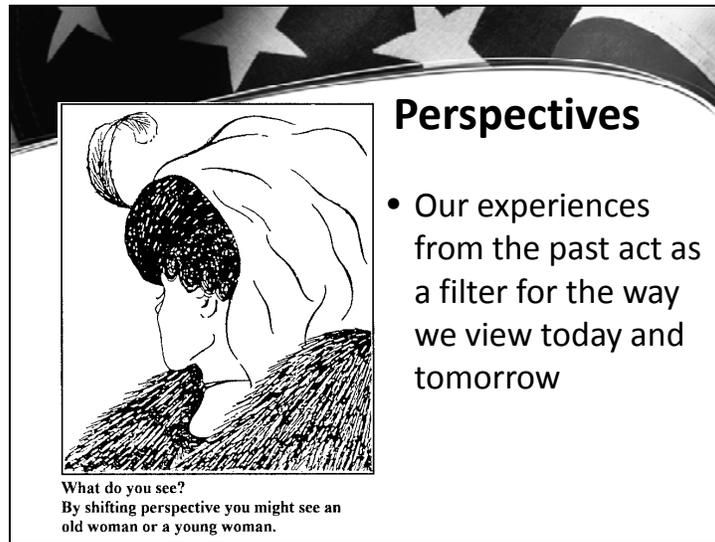


Play DANCE ME OUTSIDE CLIP

After the clip, ask the attendees what they saw.

Based on their past experiences that law enforcement drives the Chevrolet Caprice Classic, the two young men destroyed the car thinking it was a strike against law enforcement, when in fact the car belong to the speaker while the officers were driving the older Buick parked next to it.

VIDEO CLIP



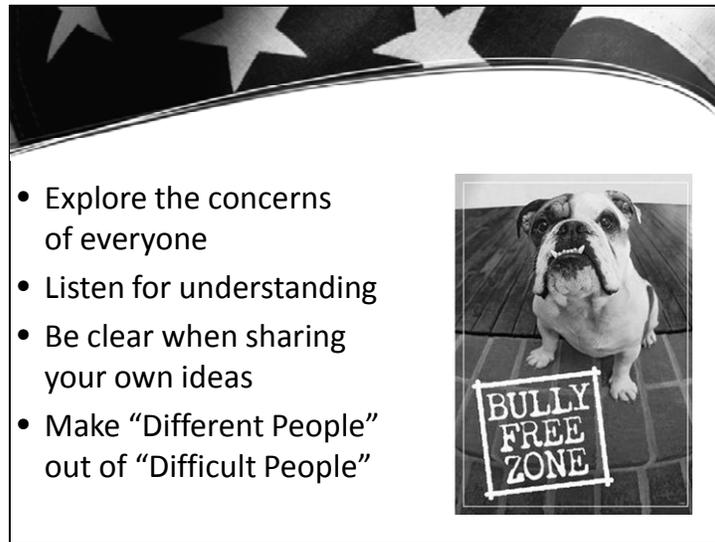
Perspectives

Discuss the benefits and limitations of paradigms/perspectives. Each person's perspectives are based on life experience, education, training, childhood experiences, bad times, good times, etc. Our past experiences can serve as tool for future success by keeping us from repeating mistakes. However, they can also blind us to the value of new ideas. (CHANGE)

Facilitate an activity:

One is the Fatal Vision Glasses demo that is humorous but shows how different the perspective of an intoxicated individual is from someone sober and is often relevant to the attendees.

Another is taking 3 people out of the room. Have one volunteer sit in front of the class. Have each person come into the room blindfolded and sit in front of the volunteer and hold his hand. They are to describe the person based on touching the hand. Age, Sex, Height, Weight, Occupation, etc.....Chart these and repeat with the other 2. You will see that even though they are touching the same hand, the loss of their vision causes them to have very different perspectives of the volunteer.



- Explore the concerns of everyone
- Listen for understanding
- Be clear when sharing your own ideas
- Make “Different People” out of “Difficult People”



Working Out Differences

Discuss the importance of effective communication in the “storming” stage of group development. Include:

The importance of letting people vent before trying to solve problems.

The importance of listening, not just for content but for understanding.

People that don’t share your opinion are “different” not “difficult”

Facilitate the FACE to FACE activity.

Have 10 volunteers stand in a straight line facing in one direction. Take the person at the end of the line outside of the room and give them an emotion (i.e.: sad, elated, angry, etc) and bring them back into the room. Without using their hands or voice they tap the first person in line who turns around and watches the first person display the emotion using only their face. This person then turns and taps the next person in line the face is relayed to the end.

The last person is to guess the emotion based on the last person to display the face. The emotion is often completely lost in the relay for a variety of reasons. Point out that communication is a process that requires serious effort and that meanings can easily be lost or misconstrued. Have the volunteers try one more time. Ideally if you can, take photos of the process for display to the attendees on the last day.

Camera



Pow-Wow Highway Clip “No Bucks for Buckskin”

This short clip just emphasizes in a humorous, Native way, to be clear when expressing yourself and to listen for understanding.

Partner Up!
Position Chairs
Back to Back
Person Facing
Back of Room
Needs Paper &
Pen/Pencil
NO PEEKING!

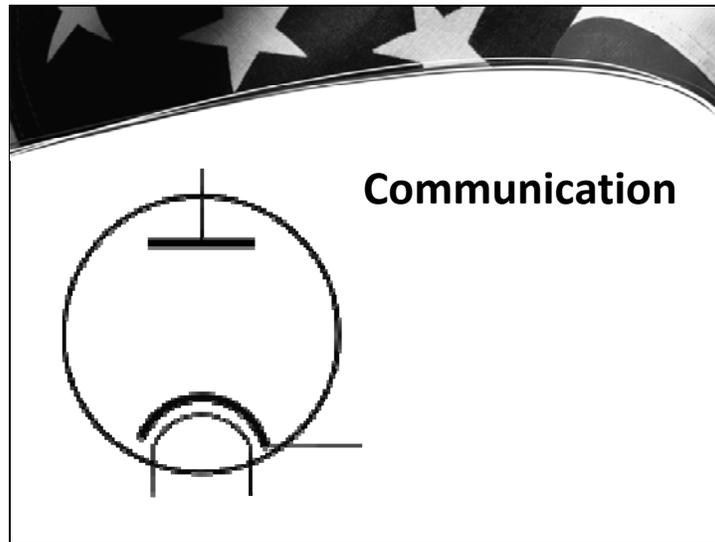
A black and white photograph of two penguins standing on a rocky shore. The penguin on the left is facing forward with its wings spread out to the sides. The penguin on the right is facing slightly to the right. The background shows a rocky beach and a dark sky with some stars.

Communication Exercise

Facilitate this exercise. Have everyone find a partner. Place their chairs back to back, one facing the screen the other facing the back of the room. The person facing the back needs a paper and pencil/pen. The next slide is an image. Ask the person facing the screen to describe the image to their partner as best they can and the partner must try to draw the image based on what they are hearing. No cheating, no turning around to guide the drawer and no turning around to look at the screen.

Allow about 10 minutes for this and then have them see how close they came to the actual image.

Have them switch places and try it again with the next image.
See the Debrief on the last image slide.



Communication Exercise

Person facing screen describes this image, Person facing back tries to draw it.

After they are done have them switch places.



Communication Exercise

Repeat previous process.

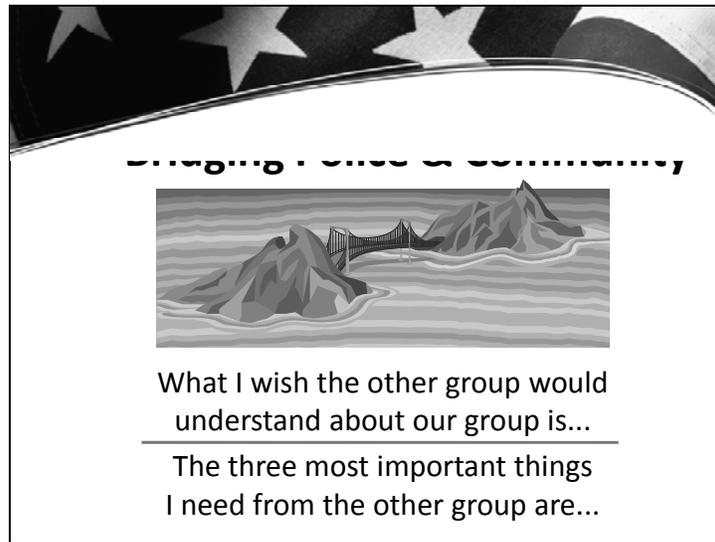
When done discuss their experience.

Were some people better at verbally describing the image and others better at listening and drawing the image?

This demonstrates several important communication priorities.

Even though these images are simple and easy to understand when you see them, trying to describe them to someone who can't see them is very difficult. Same thing applies in life. While you may have a vision that you can clearly see it is often very difficult to explain your vision to someone who doesn't share it with you. So your ability to articulate your views and visions are important.

Also some people have better listening skills than verbal skills. It is important to apply these talents where they are best suited for the team process.



Bridging the Gap

-Divide the class in two (community in one group, police in the other group) for some quick, stand-up meetings in opposite corners of the room.

-Give them 5-8 minutes (fifteen minutes total) to respond to each of the questions on Slide.

-As the assistant instructors report back, look for commonalities between the two lists.

NOTE: As humans, we really have the same needs from each other.

WARNING: Do not allow students to debate or defend a position. Students may only offer additional information when specifically asked (by another student or an instructor) to clarify a statement. (The point of this exercise is not to mediate differences. Rather, the point is just to listen and try to appreciate what the other group is feeling and thinking.)



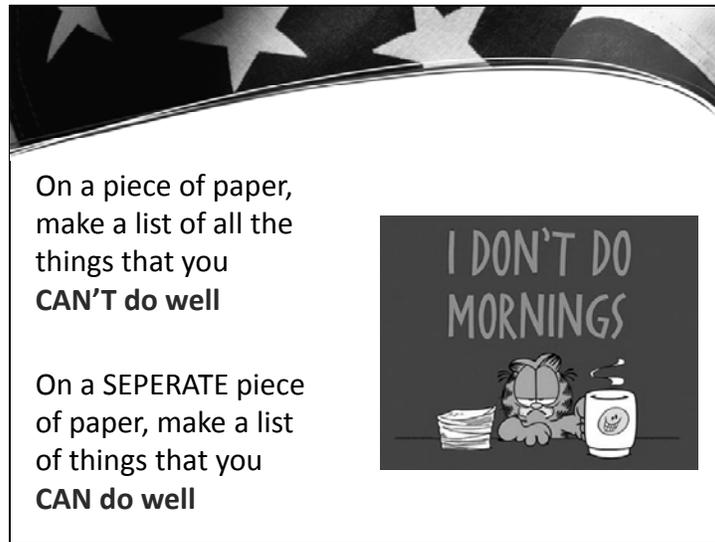
- Build on the positive
 - (Is a vision emerging?)
- Identify commonalities
 - (Common values?)
- Formalize
 - Agree on a decision-making process
 - Plan some action steps
 - Assign responsibilities
 - Write it down

Finding Common Ground

Discuss the keys to setting a common course.

By finding the things we can all agree we care about and are willing to work towards common goals the better the team process will progress.

For example, we all probably agree that we care for children, while we may not all agree on animal control issues. So by working with the topic we agree on we can become comfortable with our team process and build trust, able to take on the more difficult topics as we build on success.



Activity to demonstrate Common Ground

Take a few minutes and hand out index cards or paper. Have the students make a private list of the things they CAN'T do well. For example, "I can't sing, I can't drive, etc. Have them fold it in half and set it aside.

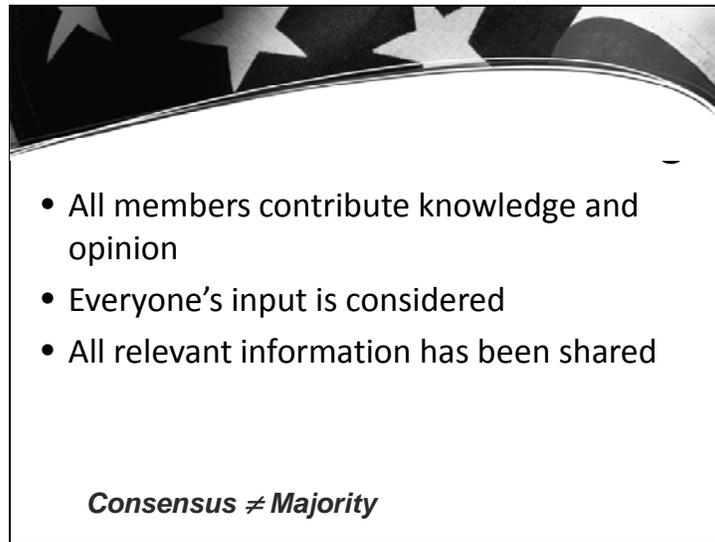
Have them make a separate list of things they CAN do well.

Ask them which list was harder to come up with. Discuss the reasons why.

Walk around and gather up all of the CAN'T Do lists and in dramatic fashion, walk over to the garbage can and throw them in (or some variance)

Tell the class we will not longer concern ourselves with the things we CAN'T Do but instead we will focus on the things we CAN do. This is an important step in finding our common ground.

INDEX CARDS

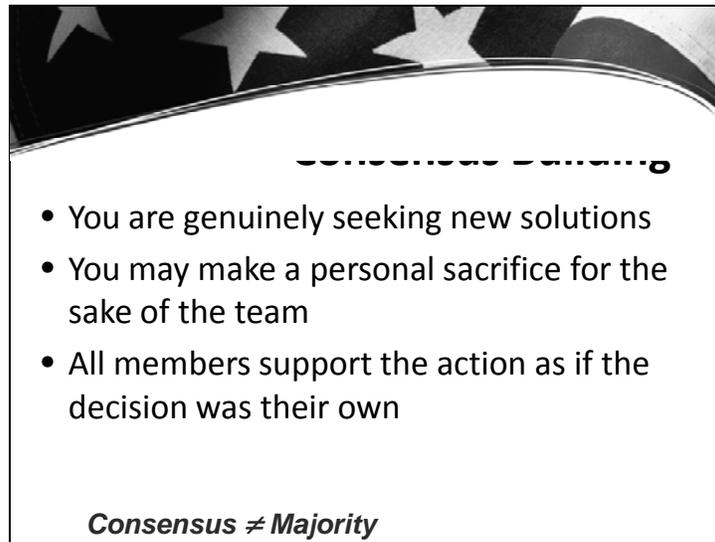


Consensus Building

Define the concept of consensus and describe the role it plays in the group process. Important to note that consensus is no majority vote, or random selection like drawing straws or throwing dice.

Consensus requires a discussion where everyone has an opportunity to express their views on the topics at hand. This draws from the diversity of the team and uses their knowledge and experiences and melds them together. It is important that those at the table LISTEN to the other's input.

The decision is made based on a complete informational basis and not just some initial vote without hearing all of the perspectives of those in the team.

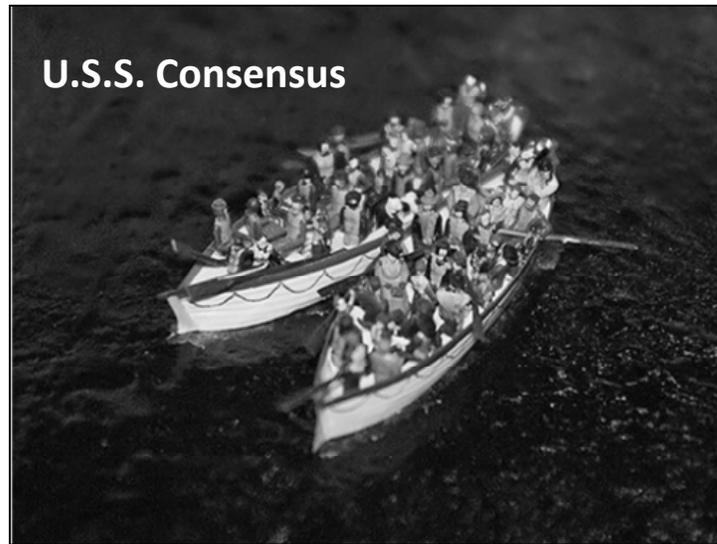


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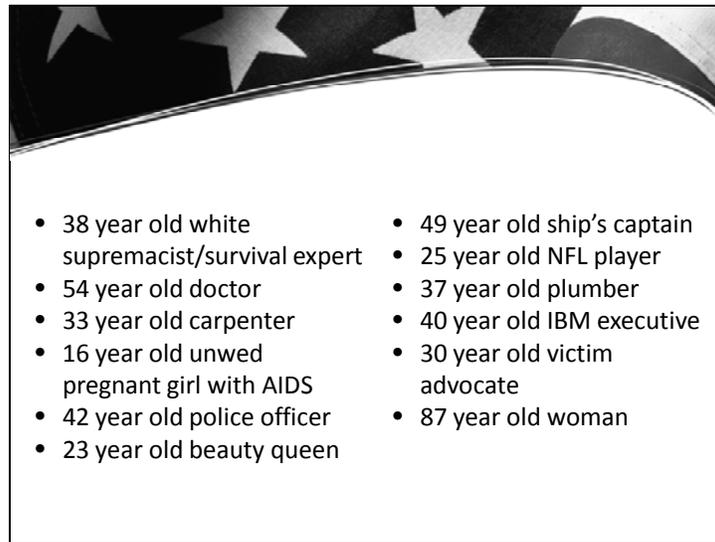
Consensus Activity

The attendees have won a contest and are all on board a week long cruise on the USS Consensus. But it has struck an iceberg and is sinking. There are not enough life boats. Three people must be left behind to perish, there will be no rescue for them. The teams are now a committee that must decide who will be left behind. The following passenger list is to be used.

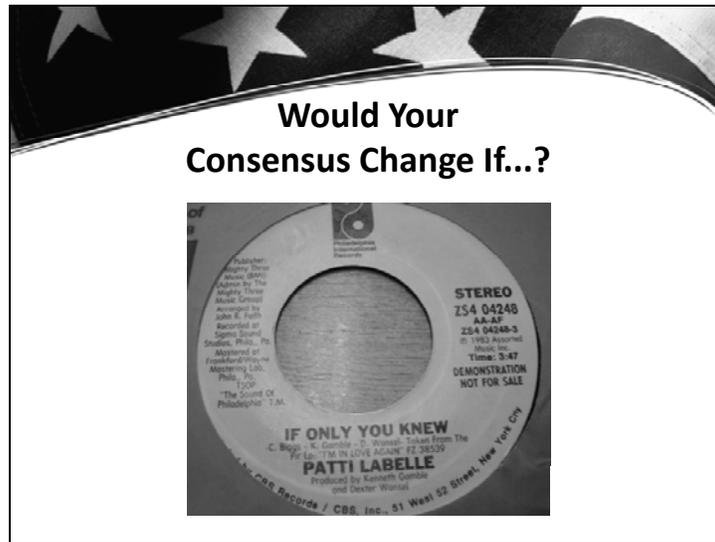
They do not know if they will be adrift in the life boats for weeks or if they will end up on a deserted island or if they will be rescued. Each team must have a discussion about which 3 people will be left behind using the CONSENSUS process. They only have 15 minutes to reach consensus otherwise the ship goes down and everyone perishes.

Chart out each teams decisions and have a spokesperson explain how they reached consensus on the individuals they selected. There is no right or wrong answer.

Compare the charts and you will see that while some passengers can be the same across the teams there is a wide variety with others. This again, demonstrates the uniqueness of diversity even between teams. Different views, experiences, histories, cause the selection to vary from table to table.



The Passenger List that the teams use to make their decisions.



If You Only Knew...

Ask the attendees if their decisions would have changed if they had more information.
What If:

The white supremacist was a female?

The Doctor had Alzheimer's?

The Carpenter had lost his hands in a saw accident?

The 16 year olds father was a multi-billionaire who loves his daughter very much and would have rewarded anyone who would have saved her with great wealth.

The Police Officer has been shot and paralyzed and is now in a wheel chair?

The Beauty Queen is from San Francisco? (know what I mean?)

The Captain is a mother of 3 small children?

The NFL player is a level 3 registered sex offender?

The Plumber is a manic depressive?

The IBM Executive had a GPS/ Satellite communication system in his brief case?

The Victim Advocate was running from a murder charge?

The Old Woman is your grandmother?



Video Clip from Smoke Signals

Ask the attendees if they can tell you in a couple of words, who they are. Do we hear things like Native American, Tribal, Teacher, Coach, etc?

There has always been a controversy about “What is an Indian?”

Show the video clip from Smoke Signals where Victor is trying to teach Thomas what it means to be an Indian.

This will begin our process to determine who we are, sitting at the tables.

VIDEO CLIP

Brainstorm a list for each category below.

Common Ground: Who are we?

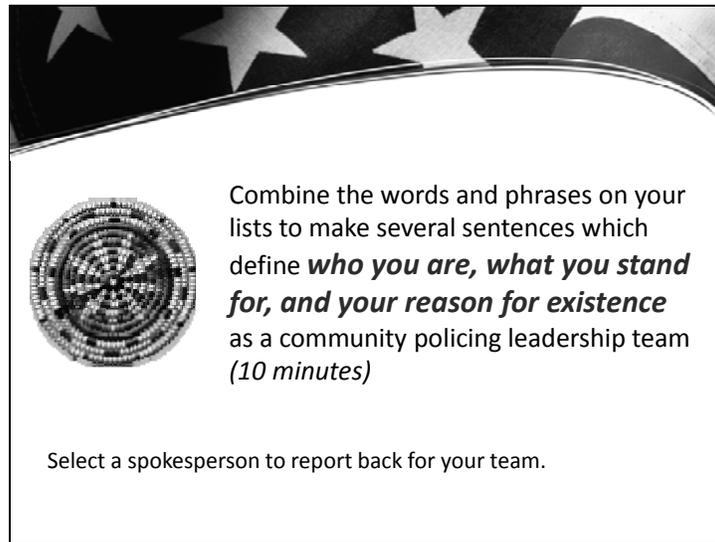
We are... competent ethical etc... (3 minutes)	We believe in... communication truth etc... (3 minutes)	Our responsibilities as community policing leaders are to... teach reduce fear of crime etc... (5 minutes)
---	--	---

Who Are We? Finding Common Ground

Instruct each team to fold one piece of flip chart paper into thirds and open it again (creating three columns in which to write).

Instruct each team to identify a "Scribe"

Tell them to create three lists, as instructed on Slide.



Combine the words and phrases on your lists to make several sentences which define ***who you are, what you stand for, and your reason for existence*** as a community policing leadership team *(10 minutes)*

Select a spokesperson to report back for your team.

Finding Common Ground

Instruct each team to use their previous three lists to write a statement about themselves.

Have a spokesperson read what each Team has created. Applaud their results and post the result on the wall.

When all have done this, point out that in 21 minutes they have created a “Mission Statement” or a “Leadership Statement” and that they are all very solid statements. Often it takes months to create one under normal circumstances.

This is the common ground that we have been seeking, By brainstorming at the table then using consensus to pick the best from their lists and put them into sentences they have identified what they all can agree on at their individual table.

Again the diversity of each table will show in the statements. None will be like the other.



Finding Common Ground

Discuss the role that symbols and mottoes play in group cohesiveness.

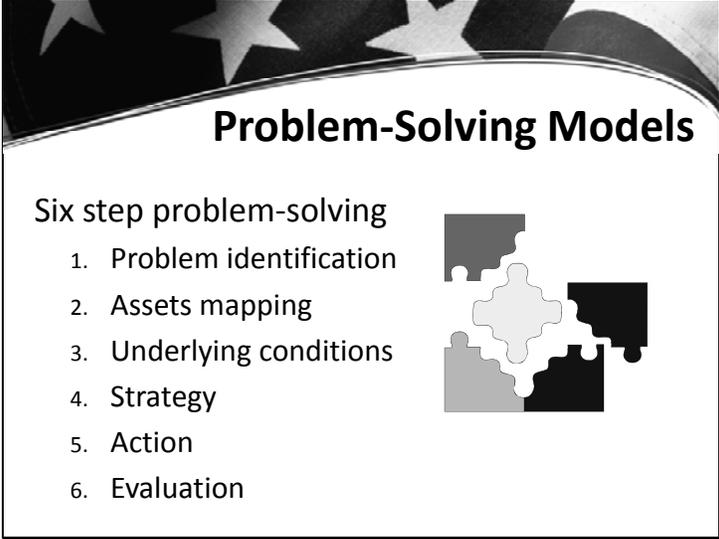
Example: "Be prepared" - Boy Scouts

"We Try Harder" - Avis Rental Cars

How does the flag on this slide symbolize the values and norms of your community?

Have each group develop a team name, team flag and team motto.

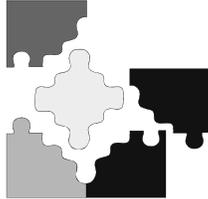
Have a spokesperson from each team report back on their flag and the meaning and explain their name and motto



Problem-Solving Models

Six step problem-solving

1. Problem identification
2. Assets mapping
3. Underlying conditions
4. Strategy
5. Action
6. Evaluation



Problem Identification

Getting back to the 6-Step Problem Solving model we will go through the process. Beginning with Problem Identification.

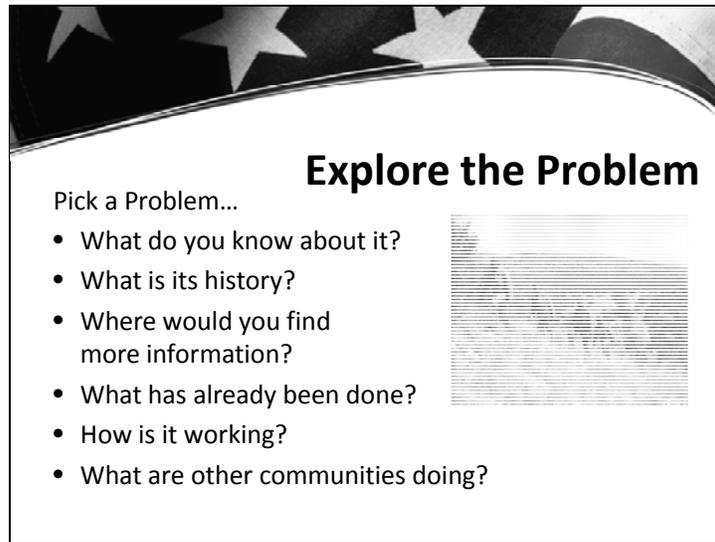


Problem Identification

The first step in the 6-Step Problem Solving model is identifying your actual problem.

Have these guys identified their problem yet?

Often, communities wait too long before identifying a serious problem before it gets out of hand. Pro-Active study of the community is important to take in evolving problems before it is too late. (like these guys)



Explore the Problem

Pick a Problem...

- What do you know about it?
- What is its history?
- Where would you find more information?
- What has already been done?
- How is it working?
- What are other communities doing?

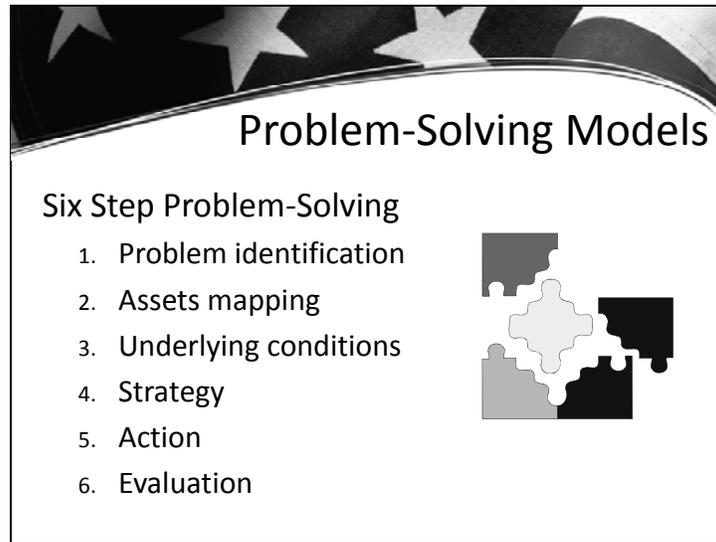


Explore Your Problem

Have each Team brainstorm a list of problems in their community, then reach consensus on which one they want to work on for this section. Allow about 10 minutes.

Once the problem is identified , continue with this slide and have them consider the questions listed. Allow 20 minutes for the tables to discuss these questions as it relates to their chosen problem.

Indian scouts are shown filing up the side of a mountain on patrol. Ft. Huachuca, Arizona (April 1, 1942) Signal Corps Photo #20 by Carl Gaston



Problem-Solving Models

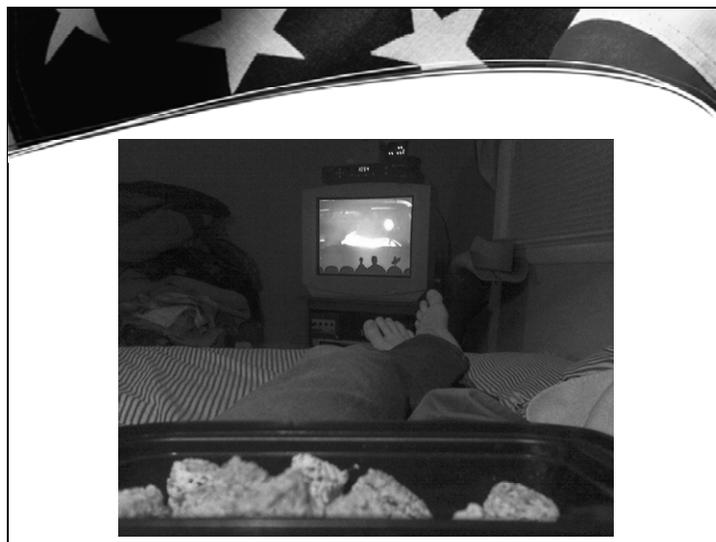
Six Step Problem-Solving

1. Problem identification
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The graphic features a dark background with white stars at the top. Below the stars, the title "Problem-Solving Models" is centered. To the left of the puzzle piece is a numbered list of six steps. To the right is a cluster of puzzle pieces, with one central piece highlighted in white.

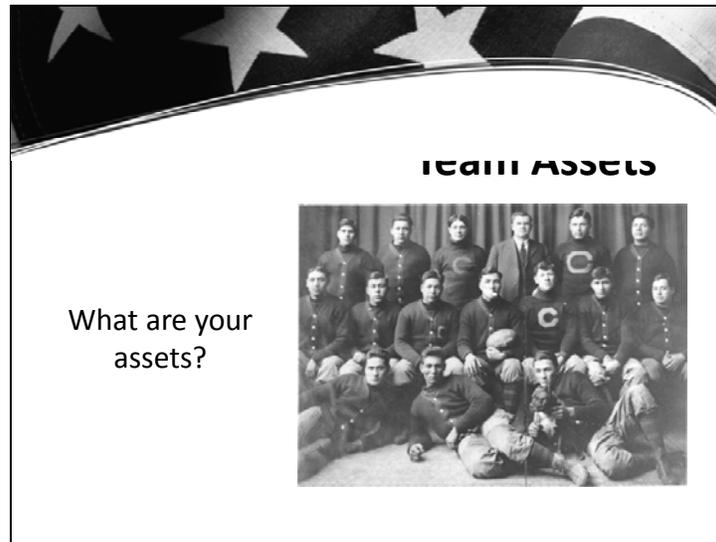
Assets Mapping

The next step in the 6-Step Problem Solving Model is ASSETS MAPPING where we look at who and what is available to work on our problem.



Moccasin Flats Video – DJ Tryouts

This film clip introduces seeking talent in your group to fit the tasks at hand. Clip is of a Native DJ trying to find a Native Rapper. Humorous introduction to Assets mapping.



Team Assets

Instruct the class to do the following:

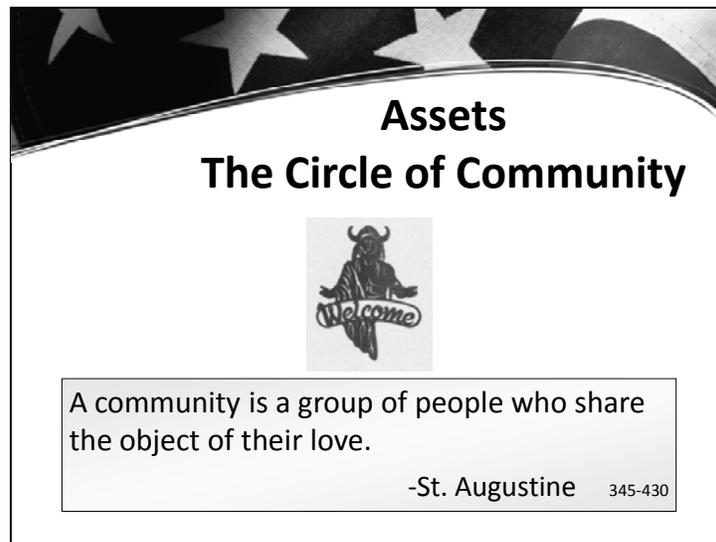
- Compile a group list of talents/skills (Using your CAN DO WELL list as a starting point)
- Considering your composite resources, how will they benefit the effort to work on the problem the team has selected?

Have each team report back on their team's assets.

Debrief the exercise by challenging students to consider the talents and skills that are available within their group as they **begin to develop solutions to their identified problem.**

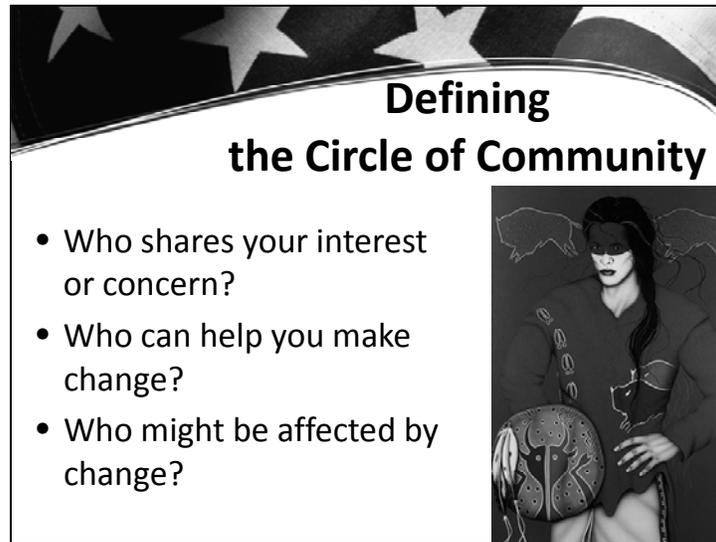
Credit: *Courtesy of the Cumberland County Historical Society*

In the early 1900s, games between the Carlisle Indian School and the nation's top collegiate football teams usually ended in a Carlisle victory. Indeed, between 1894 and the school's closure in 1918, the Carlisle Indians compiled a better winning percentage (.647) than any college team. Guided by Coach Glenn Scobey "pop" Warner and star halfback Jim Thorpe (seated third from the right), Carlisle went 11-1 in 1911, and on November 11 scored one of the most stunning upsets in football history when they beat powerhouse Harvard 18-15.



Circle of Community

Review the definition of “community of interest” and how it can differ from a geographic community (neighborhood / tribe / reservation). Explain that, when problem solving, our partners will come from the community of interest.



Defining the Circle of Community

- Who shares your interest or concern?
- Who can help you make change?
- Who might be affected by change?

Circle of Community

Working as groups, have the class identify the community of interest for their problem.

Possible questions to stimulate discussion:

Who shares your interest in changing the existing condition?

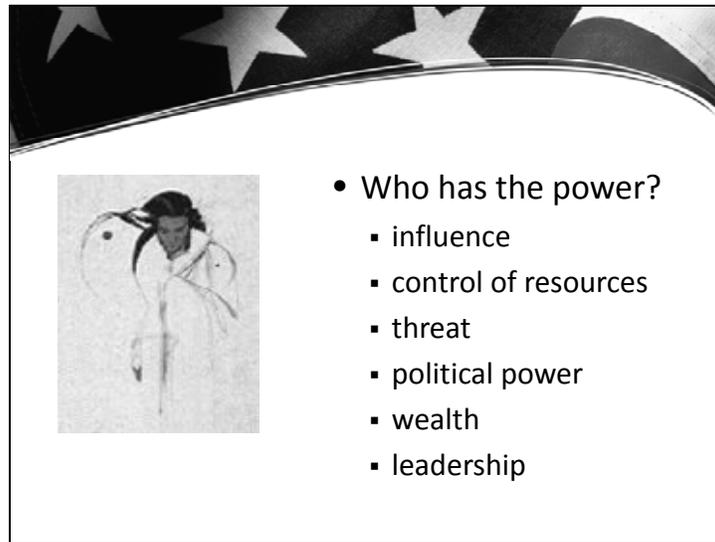
Who are the victims, offenders, guardians, controllers and managers of the current condition?

Who are the benefactors of the desired condition?

Who controls the power in your community of interest (council, spiritual, etc)

Who is the threat?

Discuss who to invite when organizing a community around the selected problem.



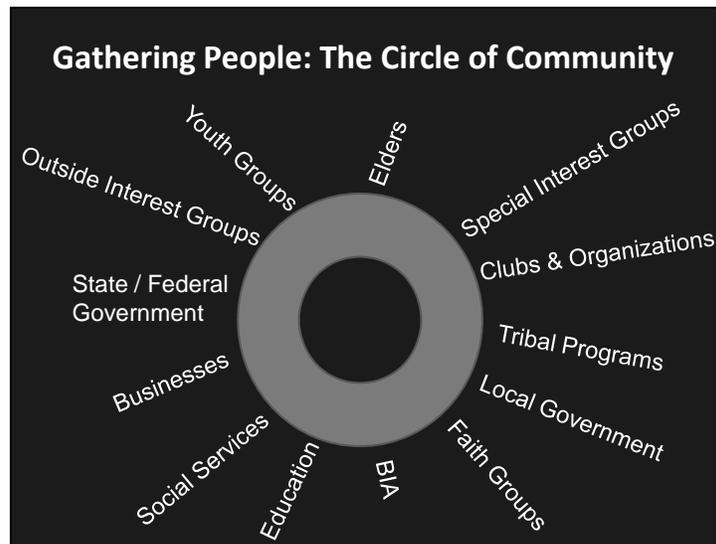
- Who has the power?
 - influence
 - control of resources
 - threat
 - political power
 - wealth
 - leadership

Training Section 8

Review the sources of power listed on the slide. Encourage participants to assess where the power sources lie as they begin to build their action plan.

Optional Activity: Facilitate the class in conducting a power analysis for their problem. (Reference Appendix P).

*** Complete workbook question 13**

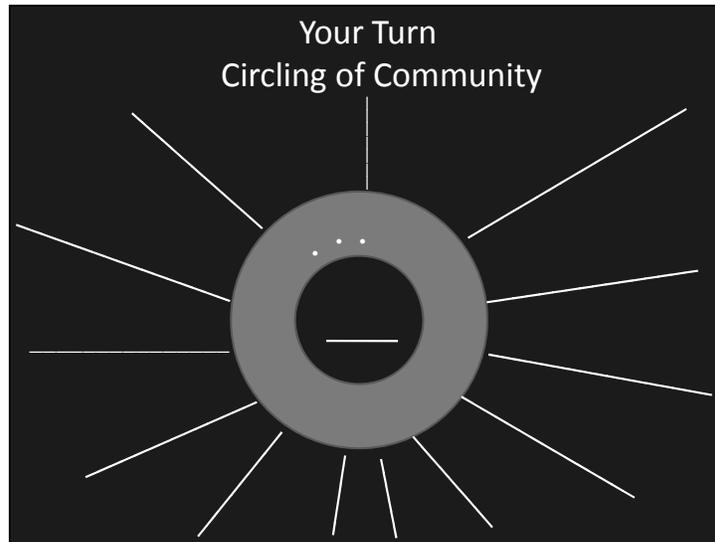


Circle of Community

Discuss the many aspects of the community and mention those who are often overlooked as being part of the community. Also mention that, depending on the problem, the community might include those who are not normally considered as a “member”

Relate the story of the Hells Angel in Oregon who attended a Community Policing Meeting as a member, ended up getting arrested by the officers conducting the meeting because he would not remove his colors, stating that he, his family and the Angels are a part of the community and that is who he represented.

He won a law suit against the police and gave the award to the Citizen’s COPS program.

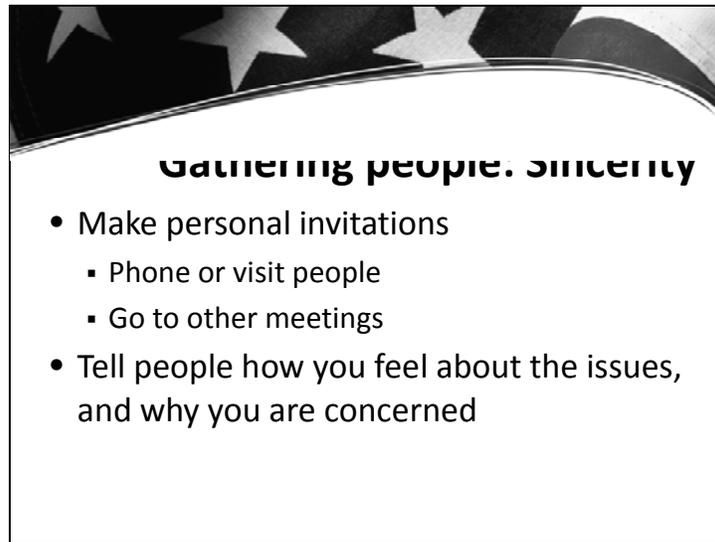


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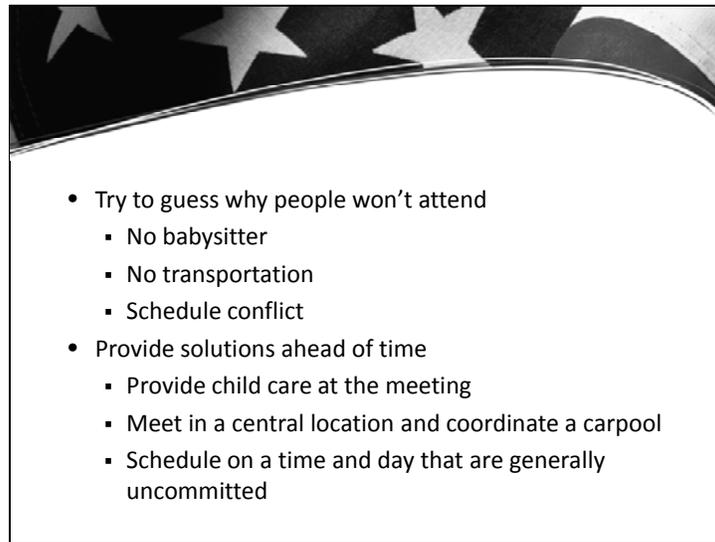
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Training Section 8

Discuss who to invite when organizing a community around a particular issue.

Explore the difference between a “Community of Interest” and a “Geographic Community.”



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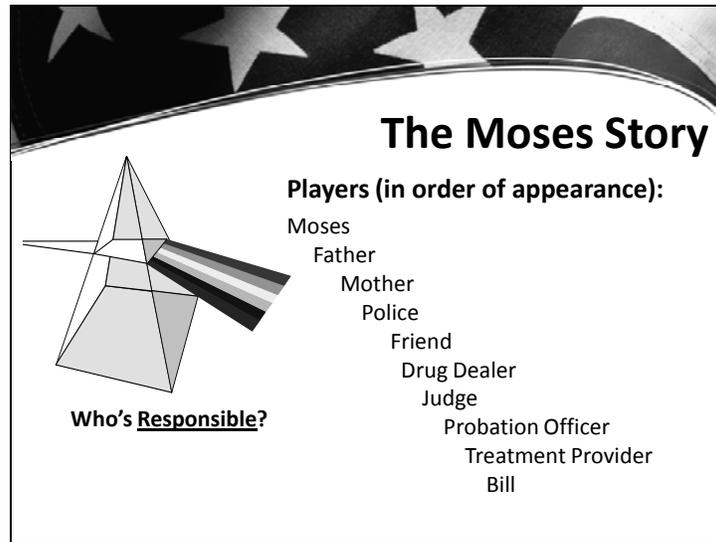
Training Section 8

Discuss ideas for optimizing attendance at a community meeting.

Possible discussion question: What might inspire YOU to attend a community meeting?

Possible activity: give a prize to the group who comes up with the most creative way (no matter how “far out”) to advertise.

*** Complete workbook question 14**



Read the Moses story to the class (See Instructor Resources)

Ask that each individual rank who is most responsible to least responsible for what has happened to Moses. They should make their list quietly without talking to anyone else.

When all the individual lists are completed have each groups sitting at the tables reach a group consensus of who is most responsible to least responsible for what happened to Moses. This will often be a difficult or impossible task depending on the makeup of the people at each table. Allow about 15 minutes for discussion.

Observe the tables and listen to the discussions. You will hear voices get louder, you will see some drop out of the process. Some tables will not be able to reach a consensus because of their individually held views and life experiences but this is expected. Interrupt the process even though some tables will not have finished. You will often observe some tables continuing to argue even though you have stopped the exercise.

Chart out the final outcomes by table. There will be a mix of responses.

Purpose of the exercise is that this is the BLAME GAME and this does not help us resolve issues, instead it causes people to become angry and drop from the process.

It also demonstrates how having a group of diverse people have a tendency to blame rather than focus on underlying conditions when first getting together

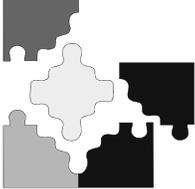
We have given them an initial experience of getting together to look at a specific issue.



Problem-Solving Models

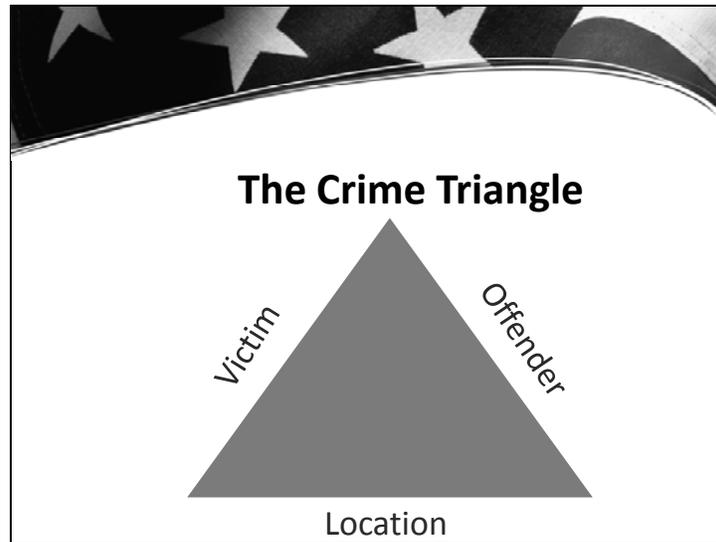
Six Step Problem-Solving

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2. Assets Mapping
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Underlying Conditions

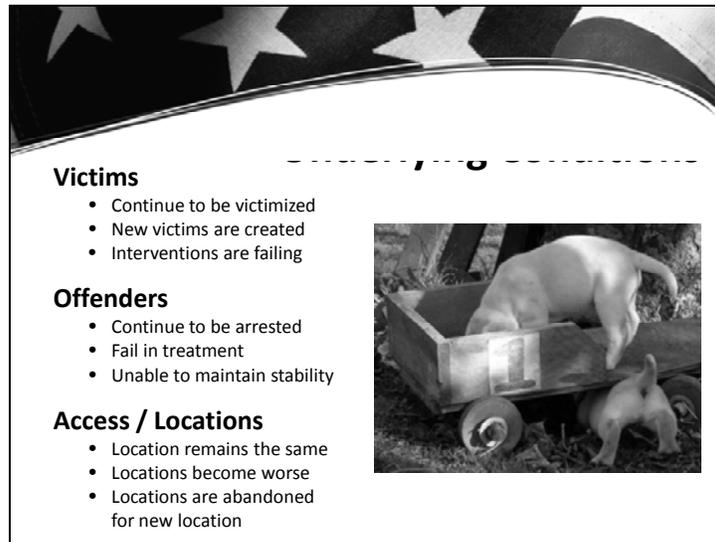
The next step is looking at the UNDERLYING CONDITIONS of your problem.



Underlying Conditions – Crime Triangle

You cannot have a fire without three things... heat, oxygen, and fuel. Remove any one of the three, and the fire goes out.

Similarly, you cannot have a crime without three things... an offender, a victim, and a location. Remove any one of the three, and you eliminate the crime. Remove more than one, and your impact is longer-lasting.



Victims

- Continue to be victimized
- New victims are created
- Interventions are failing

Offenders

- Continue to be arrested
- Fail in treatment
- Unable to maintain stability

Access / Locations

- Location remains the same
- Locations become worse
- Locations are abandoned for new location

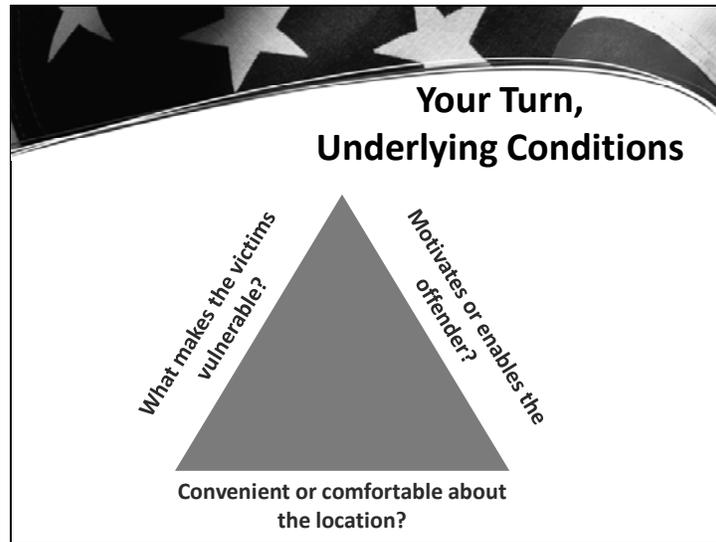


Underlying Conditions – When things aren’t working

Consider what can be done to address a criminal problem.

Even though we are trying initial efforts to address the problem as a team the problems still persists or even gets worse.

Are we digging deep enough into the **underlying** conditions?

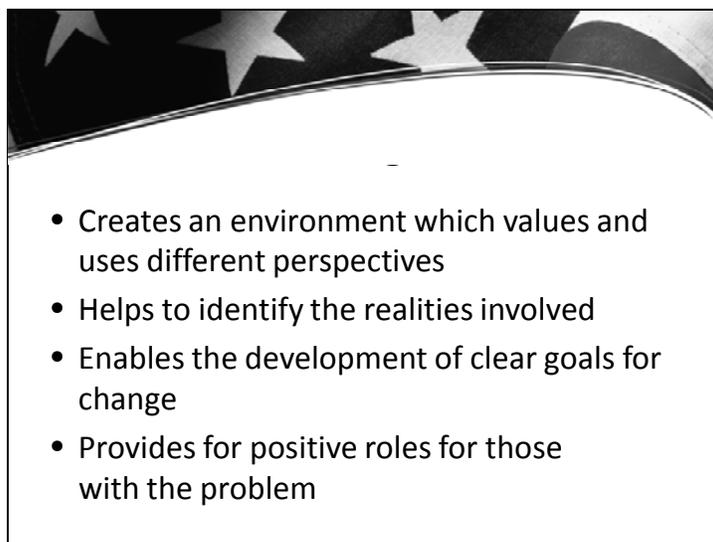


Underlying Conditions for Your Problem

Describe the underlying conditions for each of the legs of your crime triangle for the problem selected.

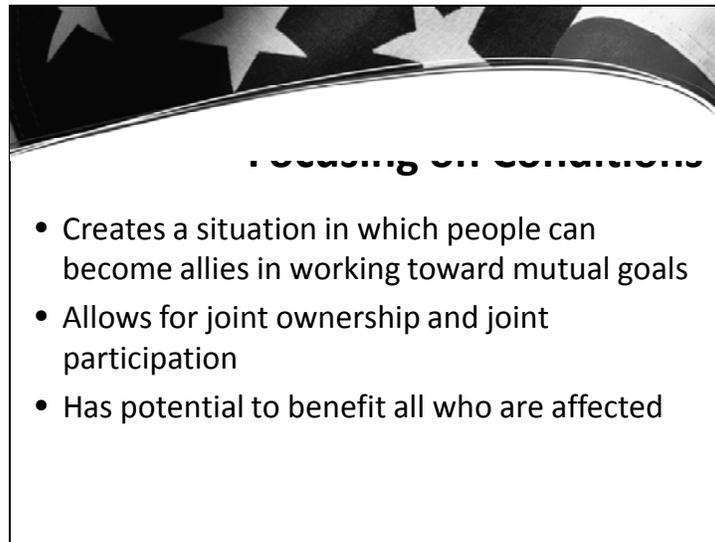
Have a spokesperson from each table report back on their results.





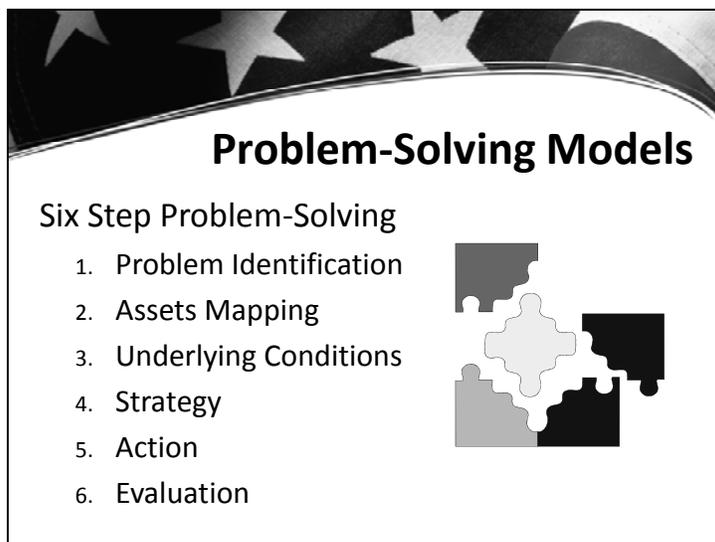
Focusing on Conditions

Explain to the class, each of the reasons it is better to focus on the underlying conditions of a problem rather than just the problem itself.



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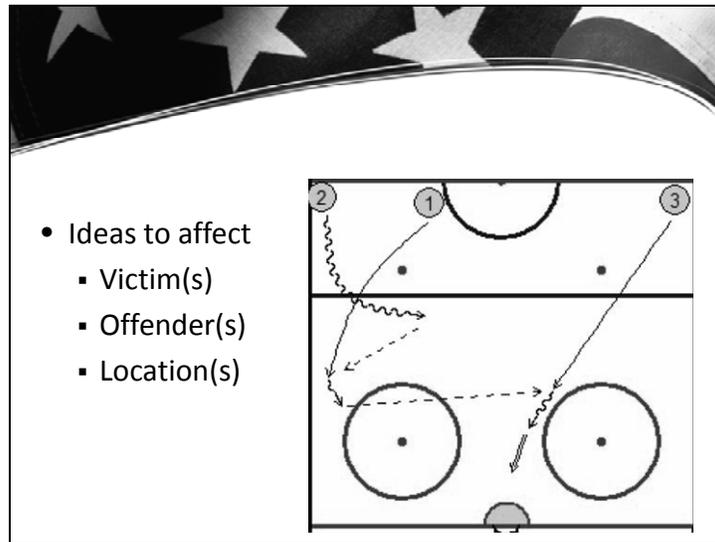
Problem-Solving Models

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Strategy

The next step in the 6-Step Problem Solving Model is STRATEGY.



Strategy for Your Problem

Have each team brainstorm strategies that might affect the underlying conditions that were previously identified.

What actions might you take to TRY to affect the problem?

Focus on all three legs of the Crime Triangle as you consider strategies.

Have a spokesperson report back on some of the strategies that were thought of.



Victims

- Education / Awareness
- Treatment & Recovery
- Assistance

Offenders

- Arrest
- Enhanced sentences
- Re-Entry Programs
- Treatment & Recovery

Access / Locations

- Laws prohibiting materials
- Property clean up laws/condemnation
- Curfews/Security/Access Limits



Strategies – Adjusting for Change

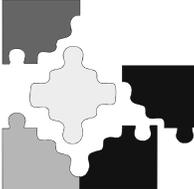
Do these new strategies change the picture when it comes to each of the legs of the triangle.
New ideas, new efforts, but always looking for fresh strategies and not resting on early success.



Problem-Solving Models

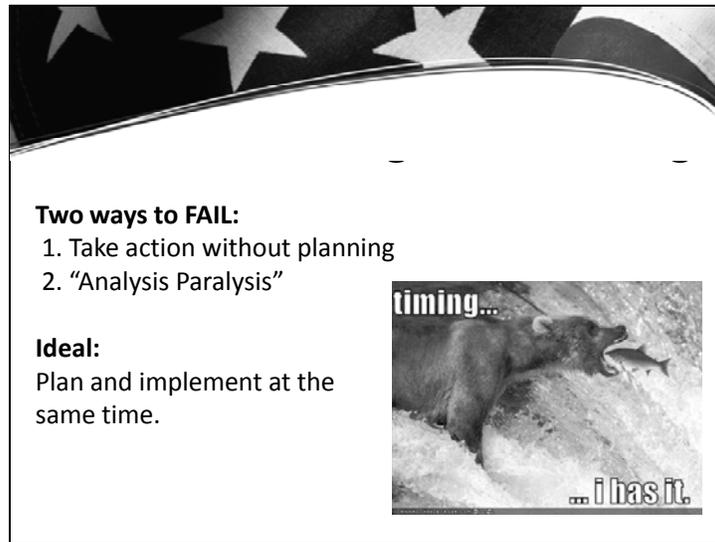
Six Step Problem-Solving

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Action

The next step in the 6-Step Problem Solving Model is ACTION



Timing for Action

Explain that while planning is critical, you can also get "too much of a good thing."

Explain the pros and cons of each approach to planning and implementation.

NOTE: Community Policing:

Doesn't just happen.

Is a long-term commitment.

Isn't always popular.



- Try something
- Learn from mistakes
- Have fun!
- Celebrate small accomplishments



Coming together is a beginning; keeping together is progress, working together is success.”

-Henry Ford

Getting Things Done

Explain that its important as we take on new projects that we don't expect perfection, but we take action just the same. (Baby steps to cause change.)

Selecting solvable problems rather than taking on the major issues in order to build success stories, taking on bigger problems as the team gains more experience.

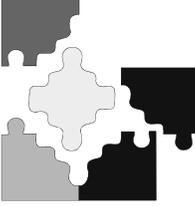
For example, taking on alcoholism may be frustrating and the result limited causing frustration or feelings of failure with the Team. But taking on an unsafe park where children have been hurt, fixing it, can be a success that the Team can build on.



Problem-Solving Models

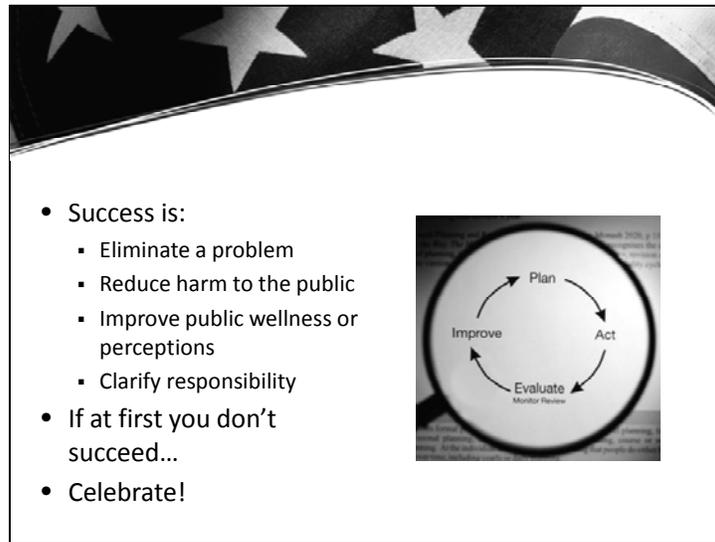
Six Step Problem-Solving

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Evaluation

The last step in the 6-Step Problem Solving Model is EVALUATION



- Success is:
 - Eliminate a problem
 - Reduce harm to the public
 - Improve public wellness or perceptions
 - Clarify responsibility
- If at first you don't succeed...
- Celebrate!



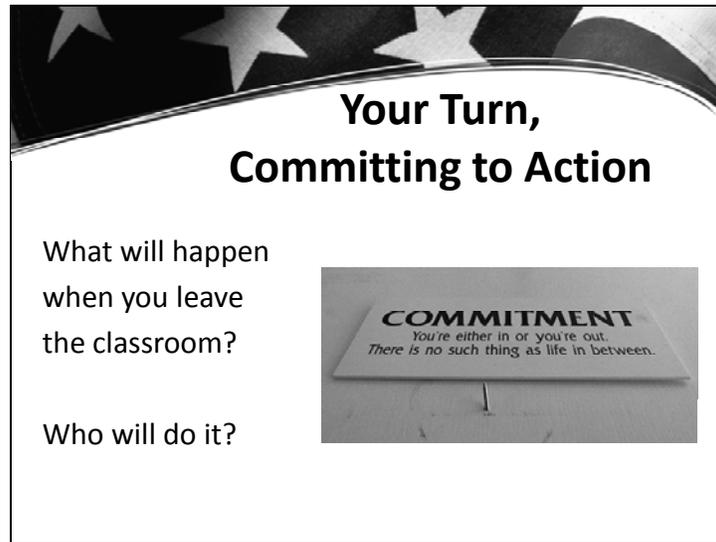
Evaluating Impact

It is important to note that many problems CAN NOT be totally eliminated, such as alcoholism, domestic violence, etc but we can have an impact by REDUCING the problem and that is success

Discuss the importance of regularly checking their progress and how they will know whether or not they're successful.

Challenge them to develop and record some specific goals by which they can measure their progress (to ensure that the target doesn't keep changing and exhausting the energy of the group).

It is very important that if the Team begins to lose steam that new leadership and often new committed member may need to be brought into the process.



**Your Turn,
Committing to Action**

What will happen
when you leave
the classroom?

Who will do it?

COMMITMENT
*You're either in or you're out.
There is no such thing as life in between.*

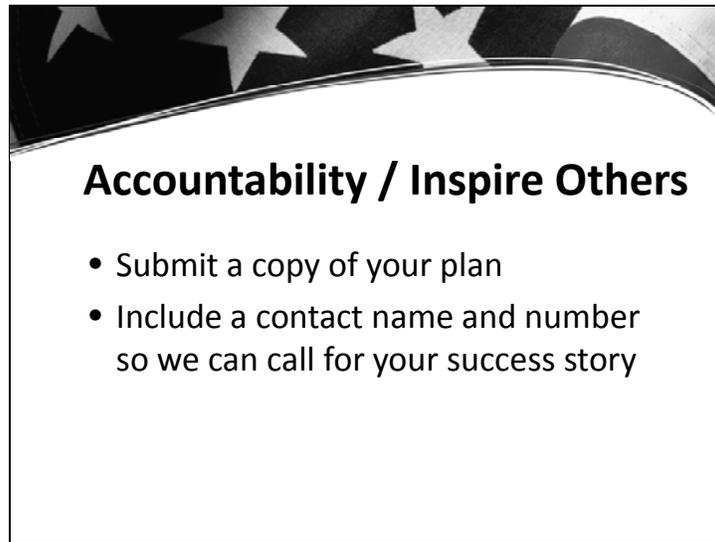
Committing to Action

Explain how to flesh out a solution with more details.

Direct the groups to define the first three steps they will take to advance their issue, who will do them, and a deadline for each. Also have them identify a date when they will all meet again to define the next steps.

Have each group report out to the class on their action steps.

Explore the partnership agreements at Appendix S as examples of how the plan might be formalized.



Action Planning

Pass out the Action Plan document and ask that the team fill in the information, indicate what their next steps will be and at the end of the class hand in a copy to the instructors.



“Never doubt that a small group of committed citizens can change the world. Indeed, it’s the only thing that ever has.”

Margaret Mead

Power of Unity
Damian George - Tseil-Waututh

Quote for Closing

Read Margaret Mead’s quote as it very clearly expresses the team process as the initial step of committed citizens who desire to make positive change in their communities.

Margaret Mead: 1901-1978 was an American Cultural Anthropologist, who was frequently a featured writer and speaker in the mass media throughout the 1960s and 1970s.



Show the “THINGS THAT MATTER” video clip

VIDEO CLIP



Conclusion

Summarize the entire three-day class.

Review objectives and student expectation list with the class.

Play a slide show developed specifically for and of this class, with the digital camera and power point

Local Leader

Close with Prayer if appropriate for the group.

Collect Evaluations