

# Community Policing Strategies Competency Supplement

Identify community resources available in your area.

- Identify major mental health resources available in the student's own community available to assist law enforcement officers.
- Identify local Alcohol and Other Drug Abuse (AODA) detoxification and treatment facilities.
- Identify Alzheimer's resources and other local support groups.

Describe the role of an advocacy group in the criminal justice community.

- Identify advocacy groups in the student's own community.
- Describe how services available through advocacy groups can assist law enforcement.

Demonstrate cultural self-awareness.

- Define culture.
- Explain how culture influences your thought processes
- List the cultural groups that you identify with.
- Describe the mental models, mental shortcuts or stereotypes associated with different cultures.
- List other cultures that you may come in contact with.
- Compare and contrast the cultural groups that you identify with to other cultures.

Interpret state and federal laws related to discrimination and diversity.

- List the groups that are protected by Wisconsin statutes and federal law.
- Explain how the Constitution of the United States protects members of various cultural groups.
- Define civil rights violation.
- Explain the difference between racial profiling and professional profiling.
- Define hate crime.
- Describe the potential effects of civil rights violations, racial profiling and hate crime on a community.

Utilize appropriate skills for interacting effectively and professionally with persons from culturally diverse backgrounds and lifestyles.

- Identify local resources that can assist law enforcement in dealing with various cultures.
- Describe the historical relationships that may impact law enforcement interactions with diverse populations.
- List strategies that can be used to overcome cultural barriers.
- Identify successful strategies that law enforcement agencies have used to prevent bias-based policing.

Identify and implement personal strategies that take into account cultural differences.

- List areas where you might find similarities or common ground with members of other cultures.
- Describe the relationship between cultural competence and officer safety.
- Develop strategies to assist/override a colleague whose approach is not effective due to cultural differences.

Incorporate community-oriented policing strategies into your community.

- Define community-oriented policing.
- Provide examples of community-oriented policing in your community or in a neighboring community.
- Provide examples of the community and law enforcement working together to address crime.
- List the benefits and challenges to community-oriented policing.

Illustrate problem-oriented policing strategies.

- Define problem-oriented policing.
- Explain the four steps of the SARA (scanning, analysis, response, and assessment) model of problem solving.
- Provide examples of problem-oriented policing programs.
- List the benefits and challenges to problem-oriented policing.
- Explain the differences between community-oriented policing and problem-oriented policing.
- Apply problem-solving strategies in simulated law enforcement situations.

Evaluate other policing strategies.

- Explain the "Broken Windows" policing strategy and identify the advantages and disadvantages of this strategy.

- Explain the "Intelligence-led" policing strategy and identify the advantages and disadvantages of this strategy.
- Explain Chicago's Alternative Policing Strategy (CAPS) and identify the advantages and disadvantages of using this strategy.
- Explain COMPSTAT (COMPUter STATistics or COMParitive STATistics) and identify the advantages and disadvantages of using this strategy.
- Discuss how the strategies can work together and when one strategy may be more effective in certain situations.

Apply principles of crime analysis and prevention.

- Identify the role of crime analysis and prevention in the delivery of police services.
- Explain the concept of community-based crime prevention.
- Differentiate amongst the various levels of crime analysis and prevention and when each is effective.

Identify the types of situations and the characteristics of individuals that are likely to be encountered in crisis management situations.

- List the four key goals for a law enforcement officer in managing crisis situations.
- Identify the three basic categories of emotionally-disturbed persons (EDP's).
- Identify at least three behavioral indicators that a person may have a possible mental disorder.
- List the four mental disorders that are defined as "serious and persistent" mental illnesses.
- List the seven steps of the crisis cycle.
- List the recommended steps that a law enforcement officer should follow as part of pre-intervention preparation.
- Identify the five steps in the "Crisis Intervention Format."

Apply Wisconsin statutory requirements and general guidelines regarding emergency detentions and emergency protective placements of persons.

- Identify the key provisions of Wis. Stat. § 51.15, regarding conducting emergency detentions of persons.
- Define an "intoxicated person" according to Wis. Stat. § 51.45(2)(f).

- Define the term “incapacitated by alcohol” according to Wis. Stat. § 51.45(2)(d).
- Identify the criteria that a law enforcement officer is to use when determining the appropriateness of taking a person into custody for purposes of emergency detention, under Wis. Stat. § 51.15.
- Identify the requirements under Wis. Stat. § 51.45(11)(b), for a law enforcement officer in responding to a person who meets the statutory definition of a person who is “incapacitated by alcohol.”
- Identify the key provisions of Wis. Stat. § 55.06(11), regarding conducting emergency protective placements of persons.

Identify key concepts and elements associated with law enforcement response to people in crisis.

- Identify the recommended guidelines for a law enforcement officer to follow when responding to a person with a possible mental disorder.
- Identify the recommended guidelines for a law enforcement officer to follow when responding to a person in an apparent suicidal crisis.
- Identify the recommended guidelines for a law enforcement officer to follow when responding to a person who has or may have mental retardation or another form of developmental disability.
- Identify the recommended guidelines for a law enforcement officer to follow when responding to a person who has or may have Alzheimer's disease or another form of dementia.

Apply crisis intervention principles and techniques.

- Apply pre-intervention preparation strategies in crisis intervention situations.
- Demonstrate application of the crisis intervention format in simulated situations.
- Devise resolution strategies for use in crisis intervention situations.
- Implement resolution strategies in crisis intervention situations.

Articulate the decision-making process taken to manage persons in crisis.

- Verbally explain crisis intervention actions taken and the reason(s) for such actions, based on a simulated situation

- involving a law enforcement contact with an emotionally disturbed person or persons (EDP).
- Complete a written statement of emergency detention, which includes minimum information specified in Wis. Stats. §§ 51.15(4) and (5), based on a simulated situation.
  - Complete a written statement of observations regarding a person who may require emergency protective placement under Wis. Stat. § 55.06, based on a simulated situation.
  - Prepare a written incident report which satisfactorily describes crisis intervention actions taken and the reason(s) for such actions, based on a simulated situation involving a law enforcement contact with an emotionally disturbed person or persons (EDP).