

ABT ASSOCIATES INC.
55 WHEELER STREET, CAMBRIDGE, MASSACHUSETTS 02138
TELEPHONE • AREA 617-492-7100
TELEX: 710-320-6367

EXEMPLARY PROJECT VALIDATION REPORT

Project Candidate:

PROJECT TELETRAINING

County of Suffolk
Police Department
New York

Submitted to:

Ms. Mary Ann Beck
Technology Transfer Division
National Institute of Law Enforcement and
Criminal Justice
Law Enforcement Assistance Administration
U.S. Department of Justice
Washington, D.C.

April 1, 1974

TABLE OF CONTENTS

1.0	Introduction	1
	1.1 Project Design	2
	1.2 Procedure	3
	1.3 Program Content	5
	1.4 Project Organization	6
2.0	Exemplary Selection Criteria	8
	2.1 Goal Achievement	8
	2.2 Replicability	12
	2.3 Measurability	15
	2.4 Efficiency	17
	2.5 Accessibility	18
3.0	Major Project Strengths and Weaknesses	19
4.0	Conclusions	21

1.0 Introduction

At the request of the National Institute, in late March, 1974, Abt Associates conducted a brief field study of Project Tele-training, an effort of the Audio Visual Research Unit (AV/R) of the County of Suffolk Police Department in New York. This report has been prepared to assist the Institute and its Exemplary Projects Advisory Board in evaluating project achievements and assessing the project's suitability for replication in other communities.

The information presented here was gathered by two Abt staff members and a project consultant from the Boston Police Training Academy, during a total of six person-days on-site. In addition to verifying available project records and observing project activities, interviews were conducted with project staff at all levels. Beyond an analysis of the forms, scripts and manuals developed by the project, careful consideration was given to the consultant evaluation and program reports components of the project. Relevant evaluation documentation is referenced in the Appendix.

The following pages present a review of the design, methods, and organization of the project. Section two provides a synthesis of available information pertaining to the Exemplary Project selection criteria. A summary of the project's major strengths and weaknesses and the conclusion of the validation are outlined in the final sections of this report.

1.1 Project Design

Project Teletraining utilizes television technology in providing police training to personnel of the Suffolk County Police Department, New York. The Audio-Visual and Research Section of the Police Academy Bureau consists of four members of the Department who produce video tape recordings for in-service training, develop television role-play techniques for trainee problem-solving exercises, and produce television training materials as lecture aids for local, state, and regional needs. In producing role play video tapes, additional Academy personnel are used in order to fulfill the full staff complement needed to film the role play situation: director, audio person, floor person, three camera operators, and a monitor/instructor.

The video-tape recordings are divided into two categories. One is directed at producing site-specific video tapes to cover basic instructional topics contained in Recruit, Supervision, and Detective School curricula. The other group of recordings are produced for in-service training programs carried out in the precincts. The latter group of recordings are produced in quantity and disseminated to the precincts and affiliated police agencies in Suffolk County for viewing at the discretion of the "on-duty" squad administrator.

Recordings are developed to inform personnel of new policy, changing law, new procedure, enforcement needs based on community change, and new concepts of police technology. Dealing with current and jurisdictionally oriented material enables the Department to maintain uniform and effective levels of communication through training. The video tapes produced are also available for review and use by other law enforcement and State agencies. The "playback at convenience" concept inherent in video taping offers the advantage of delivering training to working squads with a minimum of disruption. Squad administrators are able to draw from the video tape library in dealing with subjects of immediate concern, and may repeat the message through rewind and playback.

Instructors or supervisors who are responsible for insuring that personnel have an opportunity to view the tapes are given special instruction on how to operate the equipment and the proper use

of video training. Each viewing session is followed by a discussion and question/answer period. On an average the tape lasts twenty minutes and the precinct in-service session takes 45-60 minutes in total.

The video taping procedure for Academy training utilizes the television "role play" technique. Television monitors are placed in the classroom and the camera itself is situated in a location appropriate to the context of the role play situation. Each role player -- who may be a trainee or volunteer from the community (e.g., a high school student) -- is given a brief script for acting out a realistic activity related to police work. The role play situation is video taped and played back through the classroom monitor. When the situation has been acted out, role players return to the room for a critique and group discussion guided by the instructor. During the discussion, the video tape is replayed by the instructor so that participants may criticize, justify, and discuss points of action. Throughout the discussion, the instructor assists the trainees in resolving problems in accordance with accepted police practice and Departmental Procedures.

The video taping training technique enforces the "learning by doing" concept. The role play situations can be adapted to cover a variety of topics, including community relations, self-defense, searching, explosives and incendiary devices, and other skills related to police work.

1.2 Procedure

Under LEAA funding, the project period was divided into "phases" to easily identify the procedural steps and the accomplishments in each for evaluative purposes. Each of these phases has been designed to accomplish one or more of the three project goals:

- To produce video tape recordings to be used for continuing in-service training;
- To develop a television role play technique that involves trainees in participatory problem solving situations; and
- To produce television training material as lecture aids which meet local, regional, and state needs.

Phase I: Mobilize Staff and Identify Responsibilities

A sergeant and patrolman who have proven ability in television production, television education, police experience, and involvement in project design were assigned along with an additional patrolman with commercial art experience to assume responsibility for video productions. Regular training sessions of eight hours per week were conducted by these personnel and contracted consultants for all members of the Police Academy Bureau who would be utilized during production. Schedules were developed for training precinct personnel and a manual of operation was produced for handling video tape playback machines. Following the assembly of all equipment and hardware, conferences were held to establish liaison with line staff and administrative personnel to insure mutual understanding of project goals. The project director elicits suggestions on subject material and training priorities. Instructors confer in the development of additional training materials with the AV/R staff.

Video production procedures follow the television industry model. Shooting-scripts are prepared from the list of priority subjects. Audio and visual aids are prepared according to the production script requirements. Finally, during Phase I, all forms and evaluation report procedures are completed.

Phase II: Preparation

Personnel who operate equipment are assisted by a technician and rehearsals are held by the project director to critique each production's message content, impact, accuracy and anticipated value. Video recordings and slides are accumulated into a film clip library. Sound cartridges are produced for audio inserts and a small record library is maintained to store various sound effects records. Remote playback consoles are installed at each precinct, headquarters, and at the designated police agencies. Selected personnel are trained in the operation of the playback machine and final scenarios are completed.

Phase III: Implementation

Video-recordings are produced to meet in-service training goals. Each is transcribed in sufficient quantity for distribution to

each of the playback stations. Master copies remain in the library. It remains the responsibility of each squad supervisor to insure viewing of video tapes. Message content dictates timeliness of viewing, but for general topics viewing is recommended within three weeks of receipt of the video tape. Upon completion, the tape is returned to be erased, to receive a new program transcription, and to be recycled to the video playback consoles. The master copy, plus one, is maintained at the tape library for future reference and loan.

A conference is held between line staff and administrative personnel to evaluate the initial effect and detect what corrections can be made to improve overall effectiveness.

Phase IV: Establishing Standard Operating Procedures

Each month, approximately one basic training video tape recording is produced as an audio visual aid to classroom instruction. In addition, one video tape recording is produced each month for distribution and viewing by all Department personnel as a continuous in-service training method. Monthly conferences are held by the project director with staff, contracted consultants, line administrators and supervisors to insure modifications and improvements in the process.

Phase V: Evaluations

Evaluations take the form of periodic pre- and post-tests. The results of the tests, and comments, are reviewed but not regularly tabulated for central files. Additional evaluation procedures are currently under consideration.

1.3 Program Content

During the project year, more than 300 personnel have been trained with the television role play technique. Approximately 200 were recruits, with the remainder consisting of newly appointed supervisors and detectives. Classes are held at the Police Academy and are conducted on a pre-scheduled basis. During the initial phases of the project the subject material for video

tapes covered the following topics:

- Detecting fraudulent licenses;
- New New York State Criminal Procedure Laws; and
- New and changing New York State and local laws in the areas of penal law and local ordinances.

During the project year, video recordings were produced on the following additional topics:

- New Department rules and procedures;
- Community problems, including campus, welfare and social workers, minority groups, youth, and local organizations;
- Basic sociology;
- New techniques in the areas of self-defense, searching, explosives and incendiary devices; and
- New and changing Department reporting procedures.

Trainee Evaluation Questionnaires provide a means for eliciting additional needs for other topics to be video-taped. A complete listing of tapes in the program's Film Library is provided in the Appendices.

1.4 Project Organization

Project Teletraining is administered by the County of Suffolk Police Department. The Project Director is the acting Chief of Personnel, operating within the Audio-Visual Research Section of the Police Academy Bureau. Since its inception, the Section has doubled in size from three to six personnel. The Section is considered an integral part of the Academy structure and all project goals have been institutionalized into the Academy. The New York State Office of Planning Services, Division of Criminal Justice acts as the funding agency. Currently 75 personnel have been designated training officers and are responsible for the operation of video consoles.

Development of role play tapes are done in conjunction with Academy staff and individual instructors. The AV/R staff work

from the lesson plans and learning objectives of each curriculum unit to determine the appropriateness and nature of possible video taping techniques.

2.0 Exemplary Selection Criteria

2.1 Goal Achievement

The three goals specified by the project indicate a primary concern for the development and production of high quality video tape products and associated materials. The orientation of the Audio-Visual Research Section on products rather than content is, to some degree, the result of the way in which the use of television has been institutionalized into the entire Academy training structure. The approach utilized in the development of television training programs and role play tapes has, for the most part, left the responsibility for specifying content goals and learning objectives up to the individual Academy Instructor. Therefore, the AV/R Section has assumed primary responsibility for insuring quality products, leaving the bulk of issues related to content and learning objectives outside the discretion of the AV/R Section, per se.

Each instructor associated with the Academy is required to submit a lesson plan for the course. (A copy of this lesson plan can be found in the Appendix.) The lesson plan specifies the course objectives, length, anticipated teaching methods and needed aids and a summary of the course content. The Research Officer of the Academy meets individually with each instructor. Special attention is given to opportunities for video taping. If a need is identified, the AV/R project director will meet with the Research officer to define the requirements of all instructional AV programs.

Upon completion of the video taping, the instructor will be given an opportunity to view the tapes in order to familiarize himself with the film and to prepare for its integration into the course. For pre-prepared video tapes, this process allows sufficient time to insure that the tape meets instructional objectives. However, for role play video tapings, because they are produced during the course, the instructor must anticipate the outcomes and be prepared to deal with them. Although this system allows for maximum spontaneity and flexibility, there exists no insurance that the role play will successfully accomplish its intended objectives. To a large degree, the success of the role play is dependent on the AV/R Section's ability to translate objectives from the lesson plan into actions that will accomplish

them. Moreover, success is also dependent on the individual instructor's ability to insure meaningful guided discussion, although an "Actors and Instructor's Guide" is provided for each role play situation.

In short, the AV/R is responsible for production and the Academy staff for content. Only the process by which these components come together insures that the product will, in fact, effectively reflect the content. This crucial link seems to warrant further development.

In the strictest terms, however, an examination of the goals as specified by the AV/R Section (Project Teletraining) reflects a high degree of accomplishment:

- To produce video tape recordings to be used for continuing in-service training. One video training tape, varying in length from 10 to 20 minutes, is produced every twenty-two days. The programs deal with subjects related to Department problems, changes, and general techniques. Each program is transcribed to video cassettes and delivered to 22 playback machines which are located throughout the County. This continuous production of in-service training tapes permits the efficient delivery of uniform information with minimum disruption to line operating schedules. However, it leaves the success of the follow-up discussion at the discretion of the duty Supervisor. During 1973, approximately 13 Teletraining programs were produced; representing over 12 hours of viewing instruction. Project staff estimate that approximately 80 to 85% of the uniformed personnel view all tapes.

Although viewing of the tapes is considered a mandatory process, accurate records are not centrally kept to measure the true size of the viewing audience for each tape. Moreover, the crucial link between actual production of tapes and their ultimate impact or effectiveness has not been clearly defined. The goal has been successfully accomplished as evidenced by the physical distribution of tapes for in-service training. However, the training value of these tapes has yet to be documented. Generally, the tapes tend to accomplish the goal of disseminating information in a timely and uniform fashion and the process by which they are sent to playback locations appears to insure that the Teletraining process is contributing to the system of continuous in-service

training throughout the Département. In addition, the tapes themselves are of sufficient quality so as not to distract from the overall content.

• To develop a television role play technique that involves trainees in participatory problem solving situations.

In an average 16 week recruit training program, approximately 5 days of role play instruction are provided. In the average 2 weeks of training for Supervisors, 2 days of role play instruction are provided. And, in the average 2 weeks of Detective School training, 2 days of role play instruction are provided. Therefore, somewhere between 5-20% of all training involves some form of television role play instruction. In 1973, it is estimated that 31 days of television role play instruction accompanied the various forms of Academy training.

The majority of the role play situations involve four actors. Upon occasion, volunteers from the community (e.g., police wives, local students) are utilized, but primary participation in these role plays rests with the trainees. Trainees act out the problem solving situations based on a brief scenario description. Each role play is followed by a group discussion of the situation and its outcomes, led by the Instructor.

In a formal sense, the goal of involving trainees in problem solving role play situations is accomplished. However, the impact or usefulness of this technique is solely dependent on the appropriateness of the scenario and the ability of the "actors" to carry out the theme of the role play. The scenarios are provided in the form of "scripts". The greatest weakness of the process lies in the fact that the scripts are loosely structured and do not, as such, ever guarantee that the ultimate aim of the role play will be accomplished. Moreover, any single role play -- if performed from the same script -- will not yield the same results. Extremely high dependence is placed on the instructor's ability to note "behaviors" and bring them to the attention of the class or ferret them out during discussions. Therefore, there exists little comparability between what one trainee might learn during the role play and what another might learn should the role play be repeated in another class under a different instructor.

The loosely structured nature of the scripts does, however, provide the added benefit of spontaneity in the learning situation.

Without structure, the trainee is forced to behave as closely to a "normal" situation as possible. In this fashion, role play provides a useful evaluation tool in assessing trainee attitude, appearance, and perspective toward a variety of situations. Ultimately, the mixing of too many objectives for role play-- including teaching of proper techniques or procedures, isolating appropriate behaviors, defining roles, measuring knowledge and ability, and evaluating innate capabilities and/or attitudes -- minimizes the overall effect of role play as a training device. Although the goal is accomplished, it is difficult to accurately assess its impact without being able to separate out the myriad of learning objectives.

• To produce television training material as lecture aids which meet local, regional, and state needs. In addition to the regularly scheduled Teletraining programs for inservice training and the role play video tapes produced in conjunction with Academy training, the AV/R Section produces special purpose video programs. For example, a television program was produced for the County Executive's Office to demonstrate county problems to visiting Congressmen and special highway safety and burglary prevention programs produced by AV/R were aired by local cable-vision stations. The AV/R Section also assumes responsibility for the development of other types of training support materials. In 1973, the program produced 39 audio recordings, 763 different graphic support materials, 21,099 handouts disseminated throughout the Department and to agencies and schools within the County, 15 Training Bulletins to supplement inservice training tapes, 282 photographs and slides, and over 75,000 pages of printed materials utilized in conjunction with Academy training.

The AV/R maintains a film library of police related instructional films and distributes them upon request. A limited number of tapes have been circulated outside of the state. Needs for instructional material are identified through staff meetings, private interviews with field personnel at all levels of command, workshops, and critique sessions held during field evaluations.

Undoubtedly the bulk of the television training materials produced by the Teletraining project have been designed either to support Academy training activities or to support the continuous inservice training effort. As such, the content of these tapes tends either to be somewhat generic in nature or geared toward local level problems. The goal of also supporting state and

regional needs may be somewhat ambitious, if not impossible given current staff time allocations. Careful consideration will have to be given to adopting a format and style which avoids the shortcomings of materials which remain too indigenous to the training Academy itself. The development of video tapes to be utilized on a regional or statewide basis should be developed as an additional component of the AV/R, rather than to attempt to incorporate it into the specific goal of supporting ongoing training activities.

The goal statement accompanying the new 1975 Budget Request indicates a growing trend toward increasing the efficiency and quality of the video presentations along with a recognized need to evaluate more carefully the effectiveness of video taping as a learning tool in the training process. Additional consideration should be given to a more careful analysis of content and impact, consistent with the evaluation phase as outlined by the program.

2.2 Replicability

Because the Teletraining program has placed a high priority on the production of quality video tapes, an enormous investment has been made in securing the total complement of television hardware. The maintenance of this hardware requires the commitment of a full-time technician. Beyond the necessity for maintenance, however, additional manpower is required to insure maximum utilization of the potential of video taping.

The ultimate danger in sophisticated video taping projects is the inability to provide sufficient qualified staff and staff time in exploring the wide range of alternatives available through the television medium. Once the investment has been made toward acquiring sufficient hardware to produce quality tapes, the obligation exists to make every effort to produce a sufficient number of tapes -- of sufficient quality and sophistication -- to justify the capital investment.

Thus, in terms of replicability, the two largest handicaps relate to the capital costs and the ability to sufficiently staff the project so that it may realize its fullest potential. It is necessary to provide personnel who have expertise in the variety of talents associated with television production; directing, art

production, audio capabilities, technical application of equipment, camera work, and writing expertise. The greater the expertise of the staff in relation to television production, the greater the opportunity to maximize the full potential of television hardware. Unless this expertise exists and can be identified, much of the hardware will remain underutilized. To a large degree, therefore, the replicability of the television training process is dependent on an existing capability and commitment to the use of video taping in training. Obviously, the larger the police department, the higher the probability that staff capabilities currently exist for the majority of the project's positions.

The true efficiency of the use of video taping rests with its capability to provide timely, consistent, and concise material for inservice training. An enormous manpower savings can be realized by providing inservice training on a decentralized basis. Moreover, video taping vastly increases the opportunity for inservice training by minimizing disruption to routine schedules and by responding to organizational needs through the immediate dissemination of information throughout the work force. However, these savings can only be realized if the work force is, in fact, decentralized on a precinct model and if the size of the work force makes centralized training impossible, cumbersome, or prohibitively expensive. To some extent, therefore, the efficiency of video tapes for inservice training is related to economies of scale.

In the Teletraining Project the efficiency rests in the ability to equip each precinct with a playback machine and rely on the precinct command to take primary responsibility for inservice viewing. Without this video taping model, the Department would either be forced to hold large regular inservice training sessions at the Academy or depend on the more traditional mechanisms of written materials.

The replicability of the AV/R Section of the Academy, per se, may pose some difficulty in situations where the Academy structure and curriculum varies significantly with the model adopted in Suffolk County. Because the AV/R relies upon the ability of other Academy training staff to specify the desired content and outcomes, a need exists to have training staff who are experienced in the development of training lesson plans and their associated learning objectives.

The coordination between the Academy itself and the capabilities of the AV/R Section is paramount to the successful production of video tapes. Crucial to this coordination is a strong commitment by all staff to the use of television technology in training. To some degree, the more other Academy staff learn about the operations of the AV/R Section and the application of video taping role play in training, the more successful each section will be in accomplishing its training mission. Without this strong sense of coordination and commitment -- throughout the Academy and the Department at large -- replication may prove impossible.

Replicability of the process, therefore, is dependent on existing capabilities, or the ability to modify the process without significant sacrifice to the ultimate impact of video taping in training. Given the current status of the Teletraining Program, role play scripts and other written materials are not sufficiently developed to permit a reliance on existing materials in replicating the program. In addition, the indigenous nature of the majority of tapes currently available through the Film Library limits the lending power of this component. Replication, therefore, would necessitate the development of scripts and other materials and could not depend heavily on the existence of resources other than technical support in duplicating the process.

The true replicability of the program may lie in the ability of Project Teletraining to act as the central video taping resource for police departments throughout the state. With additional playback capabilities lodged in local stations, the Teletraining project may be able to provide statewide inservice training services without the need to duplicate the enormous capital investment in initial hardware purchases. However, this notion is to some extent premature, and has neither been formally stated nor seriously investigated. The need to maintain the concept on a statewide basis, rather than regional or national, is defined by the acute limitations of state laws and procedures and indigenous differences. Moreover, the expansion of the project to fulfill statewide training needs would require additional personnel and the acquisition of a limited amount of hardware. In the final analysis, however, Project Teletraining provides a useful framework for the considered application of television technology to police training.

2.3 Measurability

During the LEAA-funded period Project Teletraining worked toward the achievement of three major program goals (discussed earlier) which specified results but not in measurable terms. In the past year as Project Teletraining has evolved into the AudioVisual/Research Command of the Training Academy, measurable goals and program objectives have developed in the specification of products. Examples of these goals are: development of one inservice video tape program each month; development and publication of two training bulletins each month; five days of video tape recording (VTR)-assisted role playing in the recruit training program.

During the developmental phase of Project Teletraining, evaluation efforts focused on two aspects of the project's performance:

- 1) Extensive testing by use of questionnaires of participant reactions to the use of television in training programs. With the assistance of a contracted consulting firm the Project designed pre- and post-tests and session feedback forms, and collected and analyzed data on recruit and supervisory training. The major findings of this effort, however, provide limited information on the effectiveness of the training programs and their use of VTR and television. Attempts to ascertain the acquisition of skills or knowledge are limited to questions which ask the trainee to assess his own learning.
- 2) A second major evaluative focus was the technical quality of both the equipment that was purchased and the television programs developed. Project staff utilized the judgements and recommendations of communications consultants, and systematically assessed the opinion of trainees.

The major weakness of the project's evaluation system, and one which continues at the present time, is the lack of specific measurable behavioral objectives for certain learning units of the Academy's various training programs. As mentioned above, this failure derives in part from the absence of detailed behavioral descriptions for utilization of video taping in role play situations.

In-Service Video Tapes

The project's component which develops and distributes video tape programs for inservice training outside the Academy is evaluated by an informal system of feedback. The process works in the following manner: ideas and direction for the development of a new tape show come from Administrative and line staff (sometimes via the Training Committee which meets monthly). AV/R staff produce the tape show and accompanying materials and distribute them to the precincts for viewing. The written materials assist the officer in conducting a group discussion but they do not specify a set of learning objectives against which behavior can be measured.

AV/R staff do, however, receive both written and oral feedback from both the "precinct instructors" and police officers who have viewed the tape. On the basis of this feedback training supplements are distributed to clarify any issues or answer any questions related to the tape program.

At the time of the on-site visit a number of police officers at one precinct were questioned on their assessment of the value of the inservice video tape programs. Each of the officers made positive statements about the helpfulness of the tapes in the performance of his job. They indicated that the tapes were relevant and interesting and particularly useful when new procedures or regulations had to be learned.

AV/R staff are aware of the need for a more thorough and measurable evaluation system. At the next recruit training cycle instructors must specify behavioral learning objectives, and this will be a priority for instructor development over the next few months. Some preliminary thought has been given to specification of impact measures for the inservice video tapes. An example of this latter development is an attempt to measure the impact of a tape program on the use of mace by recording any rate of increase in supply requests.

2.4 Efficiency

Efficiency in a training program or any kind of educational system needs to be computed both in terms of expenditures and human efforts, and needs to be intimately associated with measures of effectiveness and quality. To state that a VTR-assisted training session of three hours costs \$x/trainee says nothing about quality and has only limited meaning if comparable cost data are available.

Data-based statements of efficiency on Project Teletraining are virtually impossible because (a) measures of effectiveness and/or impact are not stated for most programs; (b) the products developed or services provided by Teletraining are a subset of a larger training effort, and differential allocations of cost are extremely difficult to compute; and (3) records were incomplete in accounting for certain personnel costs and the Project did not keep account of donated time and services.

Project Teletraining was funded by LEAA during the period of July 1, 1971 - September 30, 1972:

Total Funding	\$197,501
Federal Share	119,336
Local Share	78,165

The project states that \$115,501 was a one-time expenditure and that the operating cost during the time period was \$82,000.

The following statements relative to the Project's efficiency assume the appropriateness of the television equipment which is presently utilized:

- The in-service video tape component is the most efficient utilization of the Project's unique capabilities. When compared to other methods, e.g., issuance of memoranda and training notes, bringing officers to a centralized training center, the in-service video program seems particularly warranted in a department of this size.
- The use of the video-taping capability for role play segments of training seemed somewhat elaborate as described by AV/R staff. Effective video tape-assisted

role playing does not always require the equipment and staff which AV/R deploys.

The most important efficiency related issue is related directly to the following question: Does the expected outcome and/or actual outcomes of the use of video taping surpass in quality and effectiveness the outcomes to be derived through some other mechanism? Clearly, without specific AV/R cost data, and without a mechanism for insuring continuous measurement of outcomes for each production, it is impossible to address this question adequately. Therefore, the true efficiency of the project at this time remains elusive.

2.5 Accessibility

Project Teletraining is amenable to on-site visits, evaluation, and inquiries concerning the operation of an AV/R component. Visitors are encouraged to view tapes from the Tape Library and to tour the program's television studio. Project staff seek to develop cooperative arrangements with other police academies, both in the state and throughout the country.

3.0 Major Project Strengths and Weaknesses

Strengths

- Ability to provide support to the administrative functions of the police department by providing timely, accurate, and uniform information to all police personnel within a limited time frame.
- Efficiency associated with providing decentralized inservice training experiences on a systematic and continuous basis.
- Leadership ability in supporting and developing a continuous system of inservice training through the dissemination of video tape productions.
- Ability to obtain support for the use of video taping throughout the police department and in associated agencies.
- Capacity to develop an organizational structure which supports the goals for the Academy and which fosters cooperation among the various Sections of Academy training.
- Ability to utilize video tape role play techniques in evaluating the performance of individual trainees and in developing realistic experiences relevant to the role of the police officer.
- Ability to generate an enormous interest and commitment on the part of project staff for the continued growth and development of video taping training techniques.
- Capacity to produce high quality video tape productions free from distracting distortions or other major technical problems.
- Ability to quickly generate video tape productions with a minimum of administrative direction and/or "lead time"
- Increasing recognition of the need to specify learning and behavioral objectives, and growth toward the measurement of impact.

Weaknesses

- Lack of a systematic evaluation component to assess the effectiveness of the use of video taping productions in training.
- Absence of sufficiently well-defined written materials to supplement and support the ultimate aims of the role play video tape productions.
- Lack of sufficient attention to the measurement and validation of video taping content and the ultimate impact of the video tape production message.
- Lack of quantifiable and measurable goals to enable periodic assessment and redefinition of project direction.
- Need to specify more clearly the objectives and anticipated outcomes of both inservice and Academy training video tape productions.
- Because of the increased drain on manpower resources, limited ability to fully maximize the potential of existing video taping hardware.
- Absence of personnel with sufficient television production experience to enable growth toward increasingly sophisticated video taping productions.
- Inefficient use of police officers in technical jobs in the AV/R Section.

4.0 Conclusions

Project Teletraining has been able to foster, in a relatively short period of time, an impressive commitment on the part of Academy and Department personnel toward the use of television technology in the training process. The necessity for this support should not be underestimated, since it has enabled the Audio Visual Research Component of the Academy to experiment with a variety of video taping hardware and techniques in an effort to discover the most efficient use of television technology in the training and continued development of police personnel. The focus on experimentation places the project in a unique demonstration phase, the results of which may have enormous implications for police training throughout the country.

Prior to this time, it may have been premature for the project to devote serious attention to the evaluation of impact of individual productions on trainee learning and retention. However, as the technical aspects of the project become increasingly less cumbersome, attention must be given to measuring the quality of video tape content and drawing some assessment of its overall effectiveness in the training of police personnel. The Teletraining Project may be able to make significant contributions to developing the current state-of-the-art on the use of television and other visual/audio aids in training.

Clearly the most promising aspect of the project rests with its ability to disseminate timely and uniform information for continuous inservice training. Within the parameters of a decentralized model of police precincts, Project Teletraining makes a significant contribution, both in terms of efficiency and addressing administrative needs, to updating the skills and knowledge of large groups of police personnel in a relatively short span of time. As the development and dissemination process become more institutionalized, the project will be able to consider the more pressing questions related to the effectiveness of the use of television technology in police training.

Despite the promising directions in which Project Teletraining has developed, its replicability remains constrained by three crucial factors. One, the current design requires the ability to make large capital expenditures in hardware. Admittedly, the scale of the project may influence these expenditures, but no reliable data exists to determine the amount of investment required

for a specific return related to the use of video taping hardware in training. Second, the efficiency associated with video taping for inservice training can best be realized only in decentralized police departments where the use of written memorandum or residential training is cumbersome or prohibitively expensive. Lastly, replicability might be considered premature at this time given the demonstration nature of the project and the current lack of quantifiable evaluation results.

APPENDICES

- A. 1974 Curriculum Topics
- B. Video Tape Library
- C. Sample Role-Play Sequence
- D. Sample Lesson Plan
- E. Participant Survey Questionnaire
- F. Audio-Visual Equipment List
- G. Bibliography

Appendix A
1974 Curriculum Topics

1. Emergency Vehicle Operations Course (E.V.O.C.)
 - Accident Investigation
 - Officer/Violator Relationship, Traffic Direction, Use of Flares
 - V.T.L. (Study Guide)
 - D.W.I., Why?
 - Fraud Licenses
 - E.V.O.C.
 - Motorcycle Licensing
 - Courthouse Testimony
2. Firearms
 - Introduction to Firearms
 - Mace Orientation
 - Firearms Qualification
 - Justification
 - Weapons Maintenance
 - Special Weapons
3. Physical Arts
 - Physical Education
 - Phys. Ed. Qualification
 - First Aid
 - Water Safety
 - Self Defense, Koga
 - Cuffing/Searching
 - Use of Mace, Blackjack
 - Military Drill, Courtesy, Discipline
4. Penal Law
 - Arson
 - Burglary I and II
 - Dangerous Weapons and Public Safety
 - DisCon, P.I., Harassment
 - Larceny
 - Narcotics
 - Robbery, Assault and Related
 - Sex Crimes
 - Vice and Gambling
 - Homicide
5. Procedural Law
 - Elements of Arrest
 - Laws of Evidence
 - Search and Seizure
 - Constitutional Law
 - Culpability
 - Bail, Appearance Tkts
 - Intro to Criminal Law
 - Court Structure
 - District Court Procedures
 - Tour/Functions of Jail, Sheriff's Office, County Court
 - Functions of the Grand Jury
 - Use of Force
6. Related Laws
 - A.B.C. Law
 - Conservation Law
 - Mental Hygiene Law
 - Probation Dept.
 - Immigration Law
7. Patrol Procedures
 - Patrol Procedures Lecture & Role-Play
 - Observation Techniques
 - Narcotics Observation
 - Civil Disorders: Riots, Snipers, Hostage
 - Police and Public Disorders
 - Vehicle Maintenance
 - C.S.U.
 - Canine Section
 - Homicide Procedures
 - Identification & Protection of Physical Evidence
 - Locksmithing
 - Auto Theft
 - Utility Problems
 - Fingerprinting
 - Interviews & Interrogations
 - Fire Safety
 - Credit Card Frauds
8. Department Procedures
 - Uniform Report Writing
 - Communications and Teletype
 - Rules and Procedures
 - Intro to Multi-Phase
 - Dept. Chaplains
 - Functions of Detective Division
 - Court Informations
 - Warrant Control
 - Inspection Division
 - Functions of Identification Section
 - Juvenile Aid Service
 - Radioactive Material
 - Functions/Tour of M.E.'s Office, Police Lab, and I.D. Section
 - Precinct Orientation
9. Human Relations
 - Family Crisis Intervention
 - Child Abuse
 - Behavioral and Social Sciences
 - Community Relations
 - Spanish Culture
 - Sub-culture Identification
 - Social Services Orientation and Child Abuse
 - Mentally Disturbed Persons
 - Organized Crime
 - Police/Press Relations
 - Police Wives



APPENDIX B

VIDEO TAPE LIBRARY

ARREST PROCEDURE

A typical arrest procedure recorded on location at the Second Precinct, from arrival at precinct to lodging the defendant in the cell block. This program was originally recorded at the request of a local high school student group to enlighten them to the tedious steps involved in an arrest, but the program is also used as a classroom aid in instructing new police recruits about paperwork and procedures required after an arrest is made.

ASSAULTS ON POLICE - PROCEDURE (15 min.)

Police Commissioner Eugene Kelley describes past faults in reporting assaults upon police officers and discusses the law and procedures to be used by all Department Personnel.

COMMITMENTS AND OUT PATIENT THERAPY (35 min.)

An interview with Doctor Peter Luke, Chief of the Out-Patient Therapy Unit at Pilgrim State Hospital. Purpose of this program is to inform all County police of new mental health programs being carried out at local state hospitals.

COMMUNICATIONS COMPUTERIZATION (20 min.)

Captain Vincent Stona conducts a tour through the Communications Bureau and demonstrates three new pieces of equipment; portable radios, Department of Motor Vehicle's computer, and the sector car digital read-out installed in the dispatcher's booth.

COURT INFORMATION (30 min.)

The Police Academy lecturer discusses the preparation of a typical court information using a hypothetical case that includes multiple offenses.

NARCOTICS - THE HIDDEN EVIDENCE (30 min.)

A review of the many places narcotics may be concealed by those possessing it illegally.

ORGANIZED CRIME - PART I

This program was recorded while Mr. Ralph Salerno, a noted authority on Organized Crime, lectured to a class of police supervisors at the Police Academy. In Part I he identifies the scope of Organized Crime and its ability to survive and succeed. He also discusses the attitudes in the community that help perpetuate the problem.

ORGANIZED CRIME - PART II

A continuation of Part I but in this segment Mr. Salerno discusses the hypocracies in public attitudes and law that foster corruption in law enforcement. Also discussed are Organized Crime's involvement in labor management, real estate, and the stock exchange.

ORGANIZED CRIME - PART III

A continuation of Parts I and II with this segment focusing on gambling. He analyzes Organized Crime's business approach to gambling. His analogy compares methods used by legitimate business and Organized Crime. Particular attention is given to the numbers game.

ORGANIZED CRIME - PART IV

A continuation of Parts I, II and III. This segment is devoted to Organized Crime's involvement in narcotics. Mr. Salerno also explores the role of law enforcement in combatting the narcotics problem.

POLICE PRESS RELATIONS (30 min.)

An interview with Mr. Bill McKean after his appointment as Assistant to the Commissioner. Discussion revolves around his past performances and his goals for improving police press relations.

ADDITIONAL SPECIAL PROGRAMS

BANK ROBBERY SIMULATION (5 min.)

This bank robbery simulation was recorded at a local bank to give students a graphic view of a bank robbery. It is designed to be used as support material for lectures on patrol procedures relating to robbery.

EMERGENCY LIGHT AND SIREN TEST (10 min.)

A series of tests conducted by the Highway Patrol Bureau on the expressway to determine the attention getting ability of present equipment vs. the "Federal" electronic system.

FAMILY CRISIS INTERVENTION (10 min.)

A family dispute situation recorded to show the wrong way of handling a family altercation. It is designed for use as an instructor aid for lectures on the topic "Family Crisis Intervention". Should be followed by a planned discussion period.

GAMBLING AND NARCOTICS SURVEILLANCE (30 min.)

A series of sequences recorded by the Special Investigation Section during fact gathering surveillance sessions. Videotape recordings were made from concealed positions and later edited to a master tape. The program is intended for use as a classroom instructors aid when an instructor discusses criminal behavior relating to gambling and narcotics.

D. W. I. (20 min.)

Captain Robert Sommer of the Highway Patrol Bureau reviews statistics and procedures relating to D. W. I. arrests. Included are questions offered by members of the patrol force that are commonly misunderstood about D. W. I. arrests.

MACE (13 min.)

A review of the pros and cons regarding the use of mace including past statistics and personal experiences of men who have used mace. Procedures for proper use are also explained.

POLICE DEPARTMENT, COUNTY OF SUFFOLK, NEW YORK

RECRUIT T.V. ROLE-PLAY - PROGRAM SEQUENCE

COMMUNITY RELATIONS

SITUATIONS

#1 - _____

Officer:

(one or two) on patrol 12-8 shift, in a busy business section which has a high crime rate, observe a subject attempting to break into a parked car.

Actor #1:

is attempting to steal car but when approached by police, he attempts to convince him that it is his car.

Purpose:

proper procedure -- attitude and response

Props:

unmarked unit, coat hanger

#2 - _____

Officer:

responds to a neighbor dispute, 8-4 shift

Actor #1:

white male attempting to chop down a tree thought to be on his property, to erect a fence to separate his backyard from his neighbor's backyard (neighbor is black). Has been living in house about 6 months.

Actor #2:

black male who has been living in house 8 years. While raking leaves in backyard observes neighbor attempting to chop down a tree which is thought to be on his property. When he questions white neighbor white neighbor becomes very abusive and white neighbor's wife is told by husband to call police.

Actor #3:

white woman, wife of Actor #1, also is abusive to Actor #2.

#5 -

Officer: family dispute, 4-12 shift

Actor #1: white female

Actor #2: white male

Actor #3: black male

Actor #4: &
Actor #5: white couple

Actor #1 separated from Actor #2, and dating Actor #3.
Actor #1, #3, #4, #5 having a few drinks at Actor #1's house.
Actor #2 arrives to pay alimony and see the children (who are asleep). When he observes what is going on, he and Actor #1 have an argument.
Actor #4 calls police from another room.

Purpose: proper procedure -- attitude and response

Props: living room setting, liquor bottles and glasses

#6 -

Officer: 12-8 shift --- 10-16 fight in front of a bar (business section).

Actor #1: black male walking down the street accidentally bumps into Actor #2, white female, who is coming out of a bar with her husband, Actor #3, and another couple, Actor #4 and #5. Actor #3 starts a fight with Actor #1. Actor #3 pulls out a knife and Actor #1 strikes #3. Actor #3 falls the ground and the knife falls out of his hand. The police arrive and observe Actor standing over Actor #3, who is bleeding.

Purpose: proper procedure -- attitude and response

Props: street setting, knife

DEATH ON OUT HIGHWAYS - PART I (29 min.)

This program was recorded by the AV/R Section for the Suffolk Academy of Medicine to be broadcast over local cablevision stations. A panel of experts discuss the highway safety problem, particularly driving while intoxicated. Panelists: Dr. Sidney Weinberg - County Medical Examiner, Mr. John Sheridan - Director Highway Safety Department, Capt. Robert Sommer - Highway Patrol Bureau, Paul Braunstein, M.D. - Auto Design Research, and Andrew Lawrence, M.D. - Panel Moderator.

DEATH ON OUR HIGHWAYS - PART II (29 min.)

The panel and purpose is the same as in Part I, but this program highlights auto design and bicycle/motorcycle highway problems.

DEPARTMENT REORGANIZATION (40 min.)

Commissioner John L. Barry discusses the new structure of the Suffolk County Police Department which resulted from the reorganization implemented in September, 1972.

EMERGENCY FIRST AID (12 min.)

A refresher on the basic first aid techniques relating to blood, breathing, shock, and burns. The newest techniques are incorporated.

FRAUDULENT DRIVERS LICENSES [CLASSIFIED] (36 min.)

This program reveals the codes and techniques that are used to detect a fraudulent New York State Drivers License.

HOW TO USE THE "AA1" TEAR GAS KIT (30 min.)

Sergeant Paul Daniels, Commanding Officer of Firearms Training, demonstrates proper technique and policy for using the new AA1 tear gas kit.

MATTACHINE SOCIETY (50 min.)

An interview with four members of the Mattachine Society who discuss the topic "Homosexuality and the Law". This program was recorded to give new police officers an insight to homosexual behavior and attitudes.

POSTAL BOMB THREAT (15 min.)

A member of the Police Academy Staff discusses and demonstrates procedures that will aid those who handle in-coming mail in detecting letter bombs similar to those used by terrorists in the past few years.

SEARCH AND SEIZURE, VEHICLES (30 min.)

A discussion on the more than 18 ways an officer may be legally entitled to search a motor vehicle. A brief refresher of the laws relating to vehicle search.

TELEVISION IN POLICE TRAINING (20 min.)

This program graphically describes the many uses the Suffolk County Police finds for television in Training. Excerpts from role-play and in-service programs are featured.

BURGLARY - THE FORTUNE SOCIETY (30 min.)

A Suffolk County Police Officer interviews two ex-convicts. They are members of the Fortune Society, and they discuss their past criminal behaviour including their experiences with police. This program will give police officers a new perspective on procedures relating to burglary patrol and prevention.

COUNTERFEIT CURRENCY (29 min.)

Special Agent Mike Reilly of the Treasury Department relates several techniques that will enable police officers to detect counterfeit U. S. currency. A comprehensive handout is available with this program.

NEW DRUG LAW (29 min.)

Assistant District Attorney Frank Conlon reports on the new drug law, including the changes that took place as recent as August 1, 1973. A handout is available with this program which capsules the new law and includes a handy quick reference chart.

A VIEW OF SUFFOLK COUNTY (20 min.)

County Executive John V. N. Klein narrates this program which was recorded to enable visiting legislators to graphically view those characteristics of Suffolk County that require federal attention. Topics covered are: transportation, the shore line and offshore drilling, environmental sanitation, Suffolk agriculture, Suffolk Airport, public health, education, and federal installations.

MULTI-PHASE RECRUIT PROGRAM (20 min.)

A comprehensive description of the new program that became effective December 7, 1973, whereby Probational Police Officers are evaluated through qualified officer coaches after the recruit leaves the Police Academy.

Purpose: proper approach to situation — attitude and response

Props: tree, ax, rack

#3 - _____

Officer: 4-12 shift — radio patrol receives a call from an anonymous neighbor of a family dispute at 100 State St. (police are to investigate).

Actor #1: a married couple has discovered that their 14 year old son is taking heroin. The father wants the boy sent to a reformatory and the mother wants to keep him at home and get help from a doctor. They fight so violently that a neighbor calls police. When police arrive, (actors) do not want to reveal the nature of the trouble.
Actor #2:

Purpose: proper procedure — attitude and response

Props: living room setting

#4 - _____

Officer: 12-8 — two patrolmen patrolling a residential area in a sector car. The area has had some minor thefts recently. The policemen observe a man walking down the street carrying what appears to be a phonograph or record player. Subject is black; the neighborhood is 90% white.

Actor #1: black male returning from a girl friend's house (states to police girl is white and what a good time he had with her). Subject is carrying a record player he brought to his girl friend's house (subject being black resents being questioned by police and so states).

Purpose: proper procedure — attitude and response

Props: residential area, record player

#7 - _____

Officer:

4-12, complaint of sexual abuse

Actor #1:

female states that she was molested by Actor #2 in a car.

Actor #2:

Male states that he met her in a bar and she is known to be promiscuous and was leading him on.

Purpose:

proper procedure — attitude and response

Props:

outdoor setting, unmarked car

#8 - _____

Officer:

4-12, radio patrol, stops car for going through red light.

Actor #1:

black male in a 90% black area states that white police officer stopped him because he is black.

Purpose:

proper procedure — attitude and response

Props:

unmarked car

#9 - _____

Officers:

officers on routine patrol stop a vehicle for a routine registration and license check. There has been no violation of law.

Actor #1:

is driving and feels quite confident that he has violated no traffic infractions— therefore, would like to know why he is being stopped unnecessarily. Asks the officer why he is being stopped and refuses to show his license or registration on the grounds that he has not done anything wrong.

Purpose:

to explain a broad scope of police work, primarily in a preventive area of police work — hit and runs, switched plates, officer's diplomacy on how he conducts himself in this type of situation where there is an inconvenience on the citizen's part. Taste that he leaves in the actor's mouth.

ACTORS AND INSTRUCTORS GUIDE

Based on prior instruction in Family Crisis Intervention, the instructor and actor should evaluate the intervening officers on the following points:

1. General approach to the confrontation.
2. Method of taking control:
 - a. Were the disputants separated properly?
 - b. If physical contact was necessary for separation, was it proper and effective?
3. During the intervention, did the officers obtain sufficient information to give a proper evaluation of the existing problem?
4. How did the disputants respond to the intervention?
5. Were the officers flexible enough for the situation?
6. How did the disputants respond to mediation?
 - a. Did they establish communication?
 - b. Were they satisfied, reluctant, or dissatisfied with the efforts of the policemen?

ACTORS AND INSTRUCTORS GUIDE

Once again, the intervening police officers may experience a feeling of despair and frustration when entering stress situations such as this. They are confronted with a woman who gives the impression of having a low regard for the male sex in general. She could easily lead the officers into a "side-taking" attitude, and this could happen to a seasoned officer as well as to a recruit. This could open the door for the officers to become personally involved, and, perhaps, in a way which would be unfavorable to themselves and to the department. It appears, that, at best, the police officers can only temporarily curtail the pitiful conditions that exist for this alcoholic.

Based on prior instruction in Family Crisis Intervention, the officers should be evaluated on the following points:

1. General approach.
2. Method of taking control.
3. Knowledge of arrest procedures.
 - a. Would an arrest be lawful?
 - b. What charges, if any, apply?
4. Was the situation properly evaluated?
5. What types of referrals were suggested?
 - a. Can the husband be committed to a State Hospital?
6. Is there any real answer to this problem?
7. Ability to communicate with disputants:
 - a. Did they effectively cope with the dominant wife's personality?
 - b. What method was used in communicating with the alcoholic husband?
 - c. Did they apparently favor one disputant?

Portable easel, 2' by 3'

Roll around "A" frame with green and gold metal surfaces that will accept magnetized visuals. Provisions for attaching lecturer pads commonly used in conjunction with a marking pen or grease pencil.

Transparency maker

3M produce designed to instantly process written material, art work, or printed pictures from newspapers or magazines, to transparencies suited for overhead projection.

35mm Camera, Pentax

For producing 35mm color slides. A complete slide program can be produced for you. Your ideas for the slide program will be outlined on special worksheets which also permit you to make rough sketches of the particular slide depicting what purpose or point you hope to project. Worksheets will then be given to the AV/R staff for production. The finished program is then stored in the AV/R Library for use at anytime and can be updated or modified when needed.

16mm Sound Movie Projector

Has built-in public address system and voice recording capabilities.

DuKane Film Strip Projector

A sight-sound projector designed to project a 35mm film strip that is synchronized with a small audio cassette.

Cassette Pulse Recorder

Used in conjunction with a 35mm slide projector. Permits the operator to record cue pulses on an audio cassette when preparing a slide-sound presentation. Slides are then advanced automatically in conjunction with audio replay.

Lecture Hand-Outs

Your complete lecture or highlights from your lecture can be created into a hand-out for distribution and stocked at the Police Academy. The material can be hand written or typed roughly and then presented to Academy staff for retyping and production. All handouts of course must first be approved by the staff. Updating is essential periodically as needed and will be sent to you for review prior to the beginning of each new class to insure that the contents are correct and not affected by changes in law, procedures, policies or modernization. The hand-outs can be changed in full or in part by simply indicating those changes desired and then forwarded to the Academy for reproduction.

Lesson Plan Seven

Course FAMILY CRISIS
INTERVENTION

Assistants: AVR staff members
Role-play actors/actresses

Lesson: Role-Play: Family
Disputes

Total Time: Approx. Five hours

Space Required: Living room and
adjoining room sets

Objective: The police trainee,
having received appropriate
training in F.C.I., will be
able to demonstrate, via
role-playing situations, the
correct methods of interven-
ing in family stress situa-
tions.

Methods: Role-Play and review,
Lecture
Class Discussion

Training Aids: Television
Seven (7) family dis-
pute skits

Student Materials: F.C.I. Handout

References: U.S. Dept. of Justice
NYCPD training manuals

Notes:

I. BEHAVIORAL OBJECTIVEII. DEVELOPMENT

- A. Briefly review the goals and philosophy of the program, and then go over the six phases of a proper intervention.
- B. Assign trainees to particular skits.
- C. Class watches on TV monitor while skit is carried out.
- D. Participating trainees are given opportunity to see video-taped skit in classroom, and then asked to comment on their actions.
- E. Class discussion of the situation.
- F. Comments by instructor and actors.
- G. Summation of situation by instructor.

*To be done for
each skit.
Detailed skits!*

III. SUMMARIZE

ACTORS AND INSTRUCTORS GUIDE

This skit may very well lead to a feeling of frustration on the part of the intervening officers. They must deal with two people who have been living along the same patterns for a long time. One is certainly a confirmed alcoholic, the other is on the borderline. Apparently, each reminds the other, probably by mere association, of the tragic loss of their son. It was then, in fact, that their lives began to crumble around them. Unfortunately, these people do not seem to realize this, or, for unknown reasons, refuse to accept this knowledge.

Based on prior instruction in Family Crisis Intervention, the intervening officers should be evaluated on the following:

1. General approach to the confrontation.
2. Method of taking control:
 - a. Were the disputants separated properly?
 - b. Was physical contact necessary?
 - c. Was further violence prevented?
3. Was the situation evaluated properly?
4. What types of referrals were suggested?
5. Discuss the possibility of finding a solution for this particular case.
6. Would arresting the husband be a good move?
7. Discuss the underlying factors of both personalities.

ACTORS AND INSTRUCTORS GUIDE

In this stress situation the intervening officers found that one participant was looking, more or less, for a way out of the marriage, while the other participant was hoping to find a way to prevent that. There was very little that the officers could do; act as mediators, and, perhaps, refer the couple to a counseling service, clergyman, or other appropriate agency.

Based on prior instruction in Family Crisis Intervention, the instructor and actors should evaluate the intervening officers on the following points:

1. General approach to the confrontation.
2. Method of taking control.
3. Objectivity
 - a. Both participants will attempt to win the officers' favor.
4. Controlling the conversation.
5. Discuss underlying personality factors.
6. Referrals.

APPENDIX E
TELETRAINING SURVEY QUESTIONNAIRE

DATE _____ RANK _____

1. Have you been required to view T.V. training modules? YES NO

2. If yes, approximately how many programs have you seen? _____

3. Which program do you feel was most effective in terms of learning? _____

4. In your opinion, what value does your supervisor place on television training tapes? (circle one)

no value little value some value much value

5. Do you believe that the programs have been relevant to your training and informational needs? YES NO

6. During which tour do you usually view the T.V. modules? (circle one).

12-8 8-4 4-12

7. Can you suggest topics that should be covered by video programs?

8. What do you dislike about the video programs?

9. What assets do you see to the T.V. teletraining approach?



APPENDIX F

AUDIO - VISUAL EQUIPMENT

The following A-V equipment is available to Police Academy Instructors:

VISUAL EQUIPMENT

Slide Projectors, 35mm

For projecting transparencies of the slides you created or selected from the slide library at the Academy.

Delineascope - Opaque Projector

Used to project images of 8" by 10" (or smaller) pictures, book or magazine pages upon a screen. - limited magnification

Overhead Projector (Small)

Projects transparencies up to 8" by 10" upon a wall or screen. Transparencies may be created on special acetate film stocked by the AV/R Section. Material to be copied may be line copy or half tone. (Black & white printing or pictures)

Overhead Projector (Large)

Similar to small projector with the following additional features; leveling adjustment, provision for drawings to be made on one continuous roll of acetate which can be manually rotated as desired.

Magnetic Board, 3' by 5', color white

On roll around stand - one side magnetized to accept any visual that has magnetic strips attached. May also be used as writing board. A variety of colored marking pens may be used on the board and it can be easily cleaned with a damp rag.

Super 8mm Sound Movie Projector

Plays prerecorded, commercially produced, super 8mm sound movie cartridges. Films may be obtained from Suffolk Lending Library.

Sony Video Camera and Tape Recorder (1/2" format)

For recording sight and sound in black and white for immediate replay. Easily used by novice after brief instruction.

Sight-Sound Projector

Single piece of equipment which incorporates projection, audio, and screen components. Unit telescopes to permit maximum picture size of 15" by 24". Employs commercially produced film strips in conjunction with synchronized audio cassette. Series of 10 programs about basic police procedure available from AV/R Section.

3m Sound/Slide Projector

This unique slide projector incorporates a combination of slides each containing its own recording disc. The slide is placed onto a frame which is surrounded by a recording track. Your dialogue is recorded onto that slide only thereby permitting each slide to be presented independently. It also permits you to repeat the sound track if needed by simply depressing a repeat button. Updating is simple. Slides can be changed and sound tracks reused.

Electro-Rex Photo-Electric Stencil-Maker

This machine has the ability to reproduce any written material, photo, newspaper article, graphic and almost any printed material into a stencil. Thru a photo-electric process, the material can be turned into a stencil within five minutes. Unlimited copies can then be made from the stencil on the Gestetner printer. Any size print can be reproduced. Present your material to the AV/R Section for production.

Gestetner Printer

Reproduces handouts in any quantity from stencils typed by Academy secretaries or from the Electro-rex stencil maker. Short exams or informative "bulletins" can be printed to highlight the important points in your lecture.

Appendix G
BIBLIOGRAPHY

Exemplary Project Application and Materials.

Project Teletraining, Final Report, 1972.

Planning and Research Associates, Final Evaluation Report on Project Teletraining, September 30, 1972.

Suffolk County Police Department. 1975 Budget Request.
Command 5200, New York.

Annual Report, 1972.

A Systematic Approach to Police Television Training Programs,
Lt. John Fakler, New York.

Police Academy Recruit Training School, Handbook of Training,
1971.

26
30
7/22

END