

Final Report

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HumRRO

An Approach to Evaluating
A Police Program of
Family Crisis Intervention
In Six Demonstration Cities

by

Peter B. Wylie, Louis F. Basinger,
Charlotte L. Heinecke, and Jean A. Rueckert

HUMAN RESOURCES RESEARCH ORGANIZATION
300 North Washington Street • Alexandria, Virginia 22314

August 1976

Prepared for
Office of Evaluation
National Institute of Law Enforcement
and Criminal Justice
Law Enforcement Assistance Administration

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ACQUISITION

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For over a decade, it has been recognized that a significant number of police injuries and deaths occur while officers are intervening in family disputes (Caplan, 1973). Many cities across the country have responded to the situation by developing and implementing family crisis intervention programs, to train officers how to intervene more effectively in such disputes. (A comprehensive review of police crisis intervention programs, established over the past nine years, is presented in Appendix A).

Since its inception in 1968, the Law Enforcement Assistance Administration (LEAA) has sponsored several experimental programs in police crisis intervention training. In 1974, the National Institute of Law Enforcement and Criminal Justice (NILECJ), the research and development arm of LEAA, awarded grants to six cities¹ for the development and implementation of family crisis intervention (FCI) training programs. A separate grant was awarded to the Human Resources Research Organization (HumRRO) for a comprehensive evaluation of the six demonstration projects. This report presents an account of the evaluation.

The six-city FCI program evaluation had two primary purposes:

1. To determine the extent to which these programs had achieved certain specific goals.
2. To gather sufficient information about the design, development, and implementation of the programs to document the process by which these goals were achieved.

¹ Columbus, Georgia; Jacksonville, Florida; New Orleans, Louisiana; Peoria, Illinois; Portsmouth/Chesapeake, Virginia; and Syracuse, New York.

METHOD

Identification of Goals

The first task in the evaluation was the generation of a comprehensive list of possible goals for the six programs. Available sources for the derivation of this list included the opinions of officials at the NILECJ, the views of local project directors and trainers, and reports and articles describing previous efforts to develop and evaluate family crisis intervention training programs for police officers.

NILECJ Officials

Several officials of the National Institute expressed an interest in the effect of the programs on family-related crime statistics, court and police costs associated with family-related crimes, and citizen attitudes and opinions of police as helpful agents in dealing with family disputes.

Local Project Directors and Trainers

A conference was held in Louisville, Kentucky in September, 1974, attended by all local project directors, evaluators, and several of the trainers. The purpose of the conference was to describe the general approach to the national evaluation and to learn the goals which the conference participants had generated for their individual programs. Although a variety of goals were discussed, the following four types appeared to be of most concern to participants:

1. A reduction in injuries to police officers while responding to family dispute calls.

2. An improvement in the relationships between police departments and social service agencies to which family disputants might be referred.
3. The development of specific skills of police officers for dealing with family disputes.
4. An improvement in the attitudes of police officers towards their role in family crisis intervention.

Relevant Reports and Articles

Reports and articles which described previous efforts to develop and implement training programs in FCI for police officers were reviewed during preparation of the grant proposal. Most of these documents stated or implied possible goals for the training programs which were consistent with the goals suggested by NILECJ officials and local personnel. For example, Bard (1971) proposed an increase in referrals made by police officers and a reduction in family-related homicides as desirable goals. Driscoll, Meyer, and Schanie (1971) listed three major goals: (a) acquisition of crisis intervention skills by police officers; (b) an increase in referrals made by police officers; and (c) a reduction in the number of assaults and murders in areas serviced by police trained in crisis intervention. Liebman and Schwartz (1973) reviewed 14 police training programs in family crisis intervention, most of which included the above stated goals. Liebman and Schwartz also stressed the importance of deriving specific goals for any training program before its implementation.

Types of Goals

A review of information gathered from the sources mentioned above indicates that there are two major types of goals shared by the various FCI training programs.

The first type of goal relates to the specific, immediate objectives of a program, which almost always deal with intended changes in the people being trained. For example, all FCI programs attempt to provide police officers with particular skills and knowledge to deal with domestic disputes. Many programs also attempt to change the attitudes of police officers towards their roles as crisis interveners.

The second type of goal relates to the effects which the program will have on the social system in which program trainees must function. For example, it is reasonable to expect that police officers will spend more time on crisis intervention calls after training than before. Crisis intervention calls made by trained officers will probably result in fewer arrests and more referrals to social service agencies than will calls made by untrained officers. A long term effect of a crisis intervention training program may be a reduction in court case loads and an increase in social service case loads.

Program Documentation

Establishing goals is an essential step in evaluating any training program. Equally important, however, is a careful examination of the process by which a training program is developed. Documentation of the development process of a program provides diagnostic information which is unavailable in evaluations which focus solely on goal attainment, such as:

1. A basis for the generation of hypotheses as to why a program did or did not meet its goals.
2. A source of ideas on improving future versions of the same program.

In planning the documentation procedure for each of the six programs, three different sources of information were considered:

1. Direct observation of the design, development, and implementation of each program.
2. Interviews with administrators, trainers, and trainees.
3. Administrative data recorded by each program (e.g., attendance records, course outlines, descriptions of curriculum content).

Eight Data Categories

After reviewing possible goals for each of the six programs, and considering methods for documenting the development processes of these programs, eight categories were formulated for the collection of data on achievement of program goals and on the development processes of the programs:

1. Impact Data.
2. Police Participant Data.
3. Family Disturbance Reports.
4. Referral Agency Records.
5. Citizen Interview Surveys.
6. Police Administrator Data.
7. Training Data.
8. Training Staff Interviews.

The remainder of this section describes each of these eight data categories and how it addresses specific goals and/or processes.

Impact Data

Almost all sources which were consulted to generate possible goals for each program included a reduction in family-related crimes as a desirable, long-range outcome of any FCI training program. In addition, officials at the NILECJ expressed a strong interest in measuring a reduction in costs associated with the processing of arrests for family-related crimes.

To develop measures of possible reduction in family-related crimes, the FBI Uniform Crime Reporting (UCR) system was adapted because of its near-universal acceptance in U.S. law enforcement. The major UCR crime categories of interest were assaults, homicides, and total crime rate. An additional category of interest, not included in the UCR, was assaults on police officers.

As measures of the goal of reducing family-related crimes, plans were made to record the following statistics for each of the 13 months before, and 18 months after, the beginning of training in each city:

1. Number of family-related arrests for assaults.
2. Number of family-related arrests for homicides.
3. Number of injuries to police officers during family dispute calls.

In order to provide additional information on the trends of these three statistics during this time period, plans were also made to record for each month:

1. Total number of arrests for assaults.
2. Total number of arrests for homicides.
3. Total number of injuries to police officers.
4. Total number of crimes.

In order to measure costs associated with arrests for family-related crimes, plans were made to determine, for each of the cities, the average number of hours required by police officers to process an arrest. By multiplying the average hourly wage for a police officer by the number of his hours required to process an arrest and the number of family-related arrests, the monthly cost of processing family-related crimes for each police department could be determined.

Police Participant Data

According to almost all the sources consulted, a major, immediate goal of each training program was to effect a positive attitude change among officer trainees toward their roles as interveners in family disputes. In order to measure the extent of such an attitude change following training, a Police Participant Questionnaire was to be developed for administration to a sample of police officers in each program.

An additional purpose of this questionnaire was to provide a source of documentation on the program development and implementation process for each city. Measuring the officers' attitudes and opinions toward the training they received could provide a basis for generating logical hypotheses as to why each program did or did not meet its goals. Officers' suggestions for improving the training they had received could also provide a valuable source of ideas for future versions of these programs.

A final purpose of the questionnaire was to obtain background and biographical information on trainees. This information could be used to determine differences among types of trainees with respect to the attitudes and suggestions mentioned above. For example, sergeants might well differ

from patrol officers in terms of their opinions of the best type of instructor for crisis intervention training. Older officers might be less receptive than younger officers to the role of police officers as crisis interveners.

Family Disturbance Reports

In two previous evaluations of family crisis intervention training programs (Bard, 1967, 1970) funded by LEAA, participating officers filled out family dispute report forms after responding to domestic disturbance calls. At the suggestion of NILECJ officials, a similar (but less complex) report form was to be developed for use by officers from each of the six departments.

The purposes for employing dispute report forms were to:

1. Provide a source of data on the program development process by gathering information on the nature of family disputes in each city. This information would be useful for the development of future crisis intervention programs.
2. Provide a measure of the extent to which the immediate program goal of changing the crisis intervention behavior of police officers was achieved.

Referral Agency Records

The original conceivers of crisis intervention training for police officers (Bard, 1967, 1970; Liebman and Schwartz, 1973) have consistently stressed the importance of maintaining a strong link between the police and other social service agencies. Although the police are almost always the first point of contact for families requiring crisis intervention, they are necessarily limited in the type and extent of service they can provide. While police officers can defuse crisis situations and help family members gain insight into the nature of their problems, they have

neither the time nor the resources to treat emotionally disturbed children, chronic alcoholics, and other such problems.

Each of the six departments attempted to develop a program component to serve as a liaison between the police department and all available social service agencies within its jurisdiction. The component was designed to provide a mechanism which would allow police officers to refer citizens involved in family disputes to appropriate social service agencies.

The establishment of an effective referral system was considered to be an important step for each program in achieving its goal of eventually reducing family-related crimes. Careful documentation of the development and implementation of the referral system of each program was to be accomplished by interviewing all persons responsible for these systems. Data gathered from these interviews would provide an important source of ideas on different types of referral systems which could be used in future programs.

Citizen Interview Surveys

Prior to the grant award, NILECJ officials expressed an interest in the goal of changing attitudes of citizens involved in disputes towards the police as a result of the introduction of each crisis intervention training program. Since only one previous attempt had been made to directly measure citizen attitudes towards the police as crisis interveners (Driscoll et al., 1971), the feasibility of conducting surveys of citizens was uncertain. Tentative plans were made for two surveys of citizens in each city:

1. A survey of citizens who were involved in disputes to which police responded before the beginning of training.

2. A survey of citizens who were involved in disputes to which trained police officers responded.

Because the feasibility of the surveys was unknown, it was agreed that this portion of the evaluation would be discontinued if substantial problems were encountered.

Police Administrator Data

The success of any innovative program in a police department is partly a function of the support that the program receives from departmental management. Through a series of personal interviews, documentation of the support which police officials in each department gave to their crisis intervention training programs would be provided. For example, officials would be asked questions pertaining to introduction of the program to the men in their departments, use of crisis intervention performance in the evaluation/promotion process, and disruptive aspects of the program to normal departmental functioning. Information gathered in these interviews would provide an important source of hypotheses as to why each program did or did not meet its goals.

Training Data

One of the goals of any training program is to help trainees acquire new skills. Implicit in each of the six programs was the goal of equipping officers with new, alternative behaviors for use on family dispute calls.

To measure the extent to which each program had achieved this goal, two instruments were planned:

1. A "verbal performance test" which would permit the determination of an officer's ability to describe appropriate methods for handling specific types of crisis situations.
2. A behavioral rating scale which could be used to assess the effectiveness of an officer's behavior in a simulated crisis situation.

It was anticipated that these instruments would be used on a pre- and post-training basis to determine changes in officer behavior resulting from participation in the program.

Training Staff Interviews

The best single source for documenting the development process of each program was believed to be trainers and project directors. These persons were responsible for the design, development, and implementation of their programs, and thus would be the most knowledgeable concerning the building process of each program.

To gather as much of this information as possible, an extensive questionnaire was to be used in personal interviews with project directors and trainers. It was intended that the questionnaire would be designed to gather the following specific kinds of information:

1. A description of each of the major components of the training program (e.g., lectures, small group discussions, role playing sessions).
2. Major problems encountered in the development of each program (e.g., difficulties in obtaining equipment, lack of specific guidelines for program development).
3. Aspects of the program which proved either highly successful or highly unsuccessful such as a particular role playing session, film or guest lecturer.

4. Specific changes which trainers or project directors would recommend for the development of future programs.

Instrument Development and Implementation

The purpose of this section is to describe procedures in the development and implementation of the data collection instruments for each of the eight data categories discussed above.

As in any field research project, a number of problems were encountered in implementing the data collection instruments. The problems encountered during this project will be described along with the steps taken to solve them.

Impact Data

To measure the goal of reducing family-related crime, the following statistics were to be recorded for each of the 13 months before, and 18 months after, the beginning of training in each city:

1. Number of family-related arrests for assaults.
2. Number of family-related arrests for homicides.
3. Number of injuries to police officers while responding to family dispute calls.
4. Total number of arrests for assaults.
5. Total number of arrests for homicides.
6. Total number of injuries to police officers.
7. Total number of arrests for all crimes.

In early September, 1974 a meeting was held in Louisville, Kentucky of all project directors and local evaluators from each of the six cities. At this meeting, the evaluation design was reviewed, and the feasibility of collecting data in each of the eight categories was considered.

Participants from each city reported that it would be possible to collect the seven statistics from departmental records. It was determined, however, that individual arrest reports would have to be read to identify the number of family-related assaults, homicides, and injuries to police officers.

Because of the large volume of arrests for any given month,² it was not feasible to maintain a staff member on site in each city for the time required to read and edit all arrest reports for the first 13 month period (September, 1973 through September, 1974). Therefore, local personnel (usually police department employees) were hired on a part-time basis to collect these data.

By the end of January, 1975, the first 13 months of baseline impact data had been collected from each of the six cities. At the end of March, 1975, an additional six months of impact data (October, 1974 through March, 1975) was collected from each city. The collection of these data took somewhat longer than collection of baseline data due to the busy schedules of the part-time personnel. In November, 1975, arrangements were made with each department for the collection of the final seven months (April, 1975 through October, 1975) of impact data.

At the same time, project directors from the six cities unanimously agreed that an average of seven hours of a police officer's time were required to process an arrest. The purpose of obtaining this estimate was to compute law enforcement costs associated with arrests for family-related crimes.

² The average number of arrests per month varied from 418 to 3,383, depending on size of the city.

Police Participant Data

A questionnaire was to be developed to obtain the following types of information from officer trainees in each department:

1. Attitudes of police officers toward their roles as crisis interveners in family disputes following training.
2. Attitudes and opinions of police officers toward the training they received.
3. Police officers' suggestions for improvement of the training they received.
4. Background and biographical information.

The following list details the steps that the evaluation team took to develop the Police Participant Questionnaire (PPQ):

1. Developed an exhaustive list of possible questions to be included on the PPQ.
2. Drafted a version of the PPQ to include each question generated in (1).
3. Reviewed the draft version and reached a consensus as to which questions should be retained for a final version.
4. Constructed a final draft of the PPQ for review by the NILECJ project monitor.
5. Revised the final draft to comply with suggestions made by the project monitor. (See Appendix B.)

The following steps were taken to arrange for administration of the PPQ in each of the six cities:

1. Selected and trained local interviewers. (In two of the cities, interviews were conducted by full-time HumRRO staff.)
2. Selected a random sample of 50 police officers to be interviewed.

3. Scheduled interview sessions for each officer in each sample.
4. Made provisions for the payment of officers who were interviewed.

Although extensive information on the PPQ was collected from each department, a number of problems were encountered in the planning and implementation of the questionnaire. Officers were to be interviewed both before and after training to measure changes in attitudes and opinions as a function of training. However, because several of the departments began training shortly after the evaluation was implemented, and because it became necessary to pay officers (in all but one city) for their interviewing time, it was possible to interview each sample of officers only once.

Family Disturbance Reports

A family disturbance report form was developed as a means of gathering information on the nature of (a) family disputes, and (b) police behavior on disturbance calls.

The following list details the steps taken to develop and implement the Family Disturbance Report Form:

1. Reviewed previous report forms developed by Morton Bard (1967, 1970).
2. Reached agreement on the following items of information to be included on the Report Form:
 - a. Names and badge number of responding officers.
 - b. Names and addresses of disputants.
 - c. Date and time of day.
 - d. Behavior of disputants on arrival of officers.

- e. Incident number, for identification.
 - f. Whether or not a weapon was involved.
 - g. Person who reported the incident.
 - h. Emotional state of disputants on arrival of officers.
 - i. Major cause(s) of dispute as perceived by officers.
 - j. Actions taken by officers.
 - k. Presence of children (under 16).
 - l. Disputant's satisfaction with intervention as perceived by officers.
 - m. Officer's perception of likelihood that dispute would recur.
 - n. Whether or not referral was made.
 - o. Method of referral (if made).
3. Designed Report Form so that all information was included on one page and a minimum of writing was required. This simple format was chosen in order to minimize additional paperwork for the police officers.
 4. Distributed Report Forms to project directors in all six cities for review and comment.
 5. Revised Report Forms on the basis of feedback from project directors.
 6. Distributed several thousand copies of the printed Disturbance Report Forms (see Appendix C) to all cities.

The six cities varied in their use of the Family Disturbance Report Form. Two cities eventually chose to use their own versions of the Form, in order to meet the needs of their local evaluations. One of these versions was very similar to the HumRRO form; however, the other version contained so little comparable information that it could not be used in analyses for the overall evaluation.

Cities also varied in the number of completed Report Forms returned. One city returned more than 350 completed forms while another returned only 32.

Referral Agency Records

In order to carefully document the development and implementation of the referral system of each of the six programs, the following steps were taken:

1. Reviewed the systems in two cities which had set up referral mechanisms prior to the beginning of training.
2. Since each department had assigned one civilian to be responsible for all referrals resulting from family crisis interventions, decided that the best method for uniformly collecting descriptive data on each system would be to conduct a structured interview with each of these persons.
3. Based on discussions with an expert on social service referral systems in one of the cities, developed a questionnaire (see Appendix D) to obtain these descriptive data.
4. Mailed a copy of the questionnaire to each of the six persons in charge of referrals along with a cover letter which requested that they familiarize themselves with the questionnaire and that they participate in a telephone interview with a member of the evaluation team.
5. Interviewed each of the six persons by telephone to gather all information included on the questionnaire.

Citizen Interview Surveys

Two surveys of citizens in each city were planned:

1. A survey of citizens who were involved in disputes to which untrained police officers responded.
2. A survey of citizens who were involved in disputes to which trained police officers responded.

The following steps were taken to develop the questionnaire to be used in conducting these surveys:

1. Reviewed a report (Driscoll, et al, 1971) which described the only known previous effort to directly interview citizens concerning their perceptions of how they were treated by the police during family disputes.
2. Due to the disadvantaged nature of much of the population of citizens to be interviewed, decided to develop a highly structured instrument in which all questions could be answered "yes," "no," "don't know," and "not applicable."
3. Generated an extensive list of positive and negative behaviors which police officers might display on a family disturbance call.
4. Constructed a first draft of the survey instrument to include questions covering all the behaviors in (3).
5. Reviewed first draft of instrument to eliminate poorly worded and redundant questions. Thirty-three questions were retained for use in a second draft of the instrument.
6. Submitted the second draft of the questionnaire for review to all six project directors, the project monitor, and Dr. James Driscoll.
7. Developed final version of the questionnaire based on suggestions from persons in (6) (See Appendix E).
8. Pilot tested the final version of the questionnaire on a small sample of citizens in one city.

The evaluation team took the following steps to implement both sets of surveys:

1. Identified the names and addresses of all citizens who had been visited by the police, within a three-month period, as the result of a family dispute. (In the first survey all citizens had been visited by untrained police. In the second survey, all citizens had been visited by trained police.)

2. From the list in (1), selected a random sample of 50 citizens to be interviewed.
3. Mailed letters to the sample of citizens briefly explaining the FAMCRI program and requesting their cooperation as respondents in the survey.
4. Conducted brief interviewer training sessions and subsequent surveys in all six cities.

The first set of surveys was to be conducted before the beginning of training in each city. But because one program began training before the evaluation was implemented, and several programs began training within 45 days of the evaluation grant award, this was not possible. To ensure measurement of the effect of training on citizen attitudes, therefore, planning of the first set of surveys required careful attention to selecting samples of citizens who had been called upon only by untrained officers.

Police Administrator Data

To document the support which police officials in each department gave to their crisis intervention training programs, the evaluators took the following steps:

1. Following discussions with several police officials, developed a comprehensive list of possible questions to be included on the Police Administrator Questionnaire (PAQ).
2. Drafted a version of the PAQ to include each question generated in (1).
3. Reviewed the draft version and reached a consensus as to which questions should be retained for a final version.
4. Constructed a final draft of the PAQ for review by the NILECJ monitor.

5. Revised the final draft to comply with suggestions made by the project monitor. (See Appendix F)
6. Conducted interviews with top and mid-level management persons in each department.

Training Data

A verbal performance test and a behavioral rating scale were to be developed to measure the extent to which trained officers in each program had acquired crisis intervention skills.

The following steps were taken in an attempt to develop and implement both instruments:

1. Discussed with all project directors and trainers the possibility of using either or both instruments to measure crisis intervention skills of officers who had completed training. With one exception, project directors expressed strong opposition to the use of any written test to evaluate police officers, but all agreed that the behavioral rating scale would be useful. Accordingly, plan for the verbal performance test were dropped, and development of the behavioral rating scale continued.
2. Generated an extensive list of critical behaviors which officers should demonstrate in an effective crisis intervention. These behaviors were largely derived from notes taken at the April, 1974 training seminar conducted by Criminal Justice Associates in New York City.
3. Constructed a first draft of the rating scale which included all the behaviors in (2).
4. Reviewed the draft version and reached a consensus as to which items should be retained for a final version.

5. Distributed multiple copies of the final version of the scale (See Appendix G) to each project director.

The original plan for use of the rating scale was to assess the videotaped performance of officers in crisis intervention role playing situations both before and after training. However, several factors precluded the implementation of this plan:

1. Project directors and trainers felt that conducting pre-training role playing sessions might have a threatening effect on officers.
2. Not all officers had an opportunity to participate in role playing situations during training.
3. The types of role playing situations varied so considerably both within and among programs that there was no equitable basis for scoring the performance of all officers.

Because of these problems, the behavioral rating scale was not used to collect evaluation data. Most of those involved in the training found that the rating scale was a very useful instructional device. Both instructors and trainees used the instrument to provide feedback to officers participating in the role playing sessions.

Although the behavioral rating scale could not be used as a measurement instrument in the evaluation, a rough index of crisis intervention skills acquisition was obtained from responses to items of the citizen interview surveys. All items concerned specific behaviors of police officers, and use of the citizen survey was a less obtrusive way of obtaining comments regarding the demonstration of intervention skills.

Training Staff Interviews

In order to document the development process of each program from the point of view of trainers and project directors, the following steps were taken:

1. Following discussions with staff from each training program, developed a comprehensive list of possible questions to be included on an interview schedule for trainers and project directors.
2. Drafted a version of this interview schedule to include each question generated in (1).
3. Reviewed the draft version and reached a consensus as to which questions should be retained for a final version.
4. Constructed a final draft of the interview schedule for review by the NILECJ monitor and selected training personnel.
5. Revised the final draft to comply with suggestions made by the project monitor and training personnel (See Appendix H).
6. Conducted interviews with all six project directors and most training personnel.

PROGRAM DESCRIPTION

The purpose of the evaluation of the six FCI programs was to determine the extent to which these programs had achieved certain specific goals. However, the six programs represented an effort to implement concepts and principles of crisis intervention on a national basis. Therefore, it was also important that the development and content of each of these programs be carefully documented, to aid in the development of future police crisis intervention training programs.

This chapter describes the construction and content of the six programs; it is based on data collected during interviews with project directors, trainers, referral personnel, and police administrators.

Program Development

In 1973 and early 1974, Criminal Justice Associates (CJA) at the request of NILECJ, visited ten police departments in the eastern half of the United States which were possible candidates for a grant to develop and implement a police family crisis intervention training program. CJA recommended that six of these departments receive funding. In April 1974, training personnel (including police officers, university professors, and professional psychologists) from each of the six departments were convened at a week-long seminar conducted by CJA in New York City. During the seminar, these personnel were exposed to a variety of principles and techniques of crisis intervention and recommendations for the development and implementation of their individual programs. The training personnel from each department then returned to their respective cities to set about developing and implementing their programs.

This section describes a number of steps and events common to the development of the six training programs following the general seminar.

Start-Up Time

It was originally intended that all six programs would begin training on or about June 1, 1974. However, due to a variety of circumstances, the commencement of each program was moved forward at least two months. The following is a description of the actual start-up times of each program and the attendant reasons for these delays.

City A. The intended start-up time for the program was July 1, 1974. However, training did not actually begin until August 14, 1974. The change was due to a delay in receipt of the Training Guide from CJA. Although delivery of equipment and videotapes from LEAA was also delayed, the project director and head trainer were able to acquire audiovisual equipment and films from local sources.

City B. Start-up time was intended for September 1, 1974. However, training did not actually begin until September 30, 1974. The change was caused by delays in receipt of videotape equipment from LEAA, and of the Training Guide from CJA. To offset these delays, the project director and trainer developed their own curriculum materials.

City C. Although the intended start-up date was July 15, 1974, training did not begin until

September 9, 1974. The change was necessitated by delays in receipt of videotape equipment from LEAA, and of the Training Guide from CJA. Extra time was also required when the decision was made to restructure the training staff.

City D. It was intended that training would begin on October 1, 1974, but the actual start-up date was October 15, 1974. The change was caused by delays in grant funding. Following the Training Seminar in April of 1974, these trainers decided that it would be necessary to develop their own training materials. The project director was able to borrow audiovisual equipment from the local public school system. For these reasons, City D did not experience the same delays and frustrations common among the other five cities.

City E. The intended start-up time was September 1, 1974. However, training did not actually begin until December 1, 1974. The change was caused by delays in receipt of videotape equipment from LEAA, delays in receipt of the Training Guide from CJA, delays due to grant modifications requested by City E, and the assignment of a project director who was unable to devote full-time effort to the project.

City F. Although the start-up for training was projected for July 15, 1974, training did not actually begin until January 13, 1975. During the period from July 15 through January 13 the start-up date for the program was changed six times. These changes were caused by delays in receipt of videotape equipment and the Training Guide from LEAA and CJA, respectively.

Selection of Staff

In each of the six cities, the primary training staff consisted of a project director, from within the ranks of the police department, and a training director, in most cases a professor from a local college or university. Other instructors on the training staff were usually from local colleges and universities, or from municipal law enforcement training academies.

City A. The project director was chosen on the basis of his interest in the project and his rapport with patrol officers. The training director was chosen from a local university because of his previous experience on similar human relations projects with the department.

City B. The project director was chosen on the basis of his supervisory patrol experience. The associate project director/head trainer, a staff member of a local university was chosen on the basis of his interest in the project and his familiarity with the patrol function.

City C. The project director was chosen because of his interest in the project and his rapport with patrolmen. The project director selected training staff from two sources: department staff who demonstrated interest and enthusiasm in the project; and local university staff with relevant backgrounds and experience.

Early in the project, problems developed between several of the civilian trainers and police trainees, and the training staff was restructured in order to prevent further such difficulties.

City D. The project director was chosen on the basis of his position as Director of the City Training Division. The training director, a local university professor of psychology, was chosen by the project director because of his experience and background in the area of crisis intervention.

City E. The project director was chosen because he was available to attend the Training Seminar in April, 1974 and because of his command position within the patrol division. The training coordinator was a local psychologist chosen on the basis of his previous involvement with recruit training at the Police Academy, and his experience with local service agencies.

(The project director stated that he was an unfortunate choice for this position because his command duties permitted only a token involvement in the project. The project director further stated that a better choice would have been someone from the Training Academy who could have devoted more time to administering the project.)

City F. The project director was chosen on the basis of his position as Director of the City F Police Training Academy. The project director actively recruited training staff from two sources: Academy staff who demonstrated interest and enthusiasm in the project; and local university staff with relevant backgrounds and experience.

Introduction to Patrol Officers

The method each department used to introduce the training program to patrol officers was considered indicative of general departmental support for the training, and may have determined eventual interest and enthusiasm of the trainees for the program. The following are brief descriptions and critiques of the introduction methods used by each city.

City A. The project director announced the program to patrol officers informally at regular

roll call meetings, at which time he asked for volunteers. All of those interviewed felt that this approach was satisfactory.

City B. The program was first introduced to a small sample of patrol officers by the project director and associate project director. As a result of this meeting, it was decided to announce the program to the entire patrol force via the departmental Monthly Training Bulletin. The only suggestion for improvement of this approach came from one of the senior members of the project staff, who felt that the program should have been introduced by the Chief of the department to all patrol officers in meetings convened specifically for that purpose.

City C. The program was introduced by the project director to patrol officers during staff meetings and roll call where the background and purposes of the program were explained. The project director then asked for volunteers, to which 90% of the officers responded. Most of the project personnel interviewed felt that this approach to introducing the program was very effective. The only improvement suggested was to provide more in-depth orientation to supervisors and command personnel.

City D. The project director first met informally with supervisors and squads, to introduce the program, and to explain the goals and methods of training. Subsequently, a formal announcement of the training, involving city administrators, training staff members, and all departmental supervisory personnel, was made to the press.

City D's method of introduction of the program to patrol officers appears to be the most thorough and effective of the methods of all the six cities.

City E. The program was introduced to patrol officers by written order and informal word-of-mouth from higher-echelon persons. Most of the project personnel felt that a more formal presentation of the program to all officers by members of the administrative staff should have been made.

City F. The program was introduced to patrol officers via teletype orders to report for training. On the first day of training, the Superintendent of Police held a press conference to present the program to the news media.

Each of the project personnel interviewed suggested (a) that the program should have been formally introduced to patrol officers at an earlier date; (b) that more line personnel of all ranks should have been involved in planning the program; and (c) that the department

should have attempted to establish a closer liaison with social service agencies, especially in the planning stages of the project.

Scheduling

Most of the programs consisted of two weeks of intensive classroom training followed by periodic, small group discussions of the experience of officers in applying crisis intervention techniques on actual dispute calls. The following are descriptions of the general training schedules used by each department.

City A. Twelve groups of 12 officers each received 80 hours of classroom training in crisis intervention over a two-week period. Each group returned for 16 three-hour follow-up sessions to analyze and discuss their experiences on family disturbance calls.

Training began in August, 1974 and will be completed in June, 1976.

City B. Thirteen groups of 15 officers each received 70 hours of classroom training in crisis intervention over a two-week period. Classroom training was followed by 16-24 hours of follow-up field training over a six-week period, in which instructors observed officers in actual family crisis interventions and provided feedback.

All training was conducted between September, 1974 and April, 1975.

City C. Ten groups of 20 officers each received four phases of training:

1. 40 hours of large group instruction on crisis intervention techniques.
2. Six hours of small group discussions on field application of crisis intervention techniques.
3. 28 hours of large group instruction on issues related to crisis intervention (e.g., child abuse, legal aspects, black family structure).
4. 16 hours of individual and small group discussions on further application of crisis intervention techniques.

All training was conducted between September, 1974 and May, 1975.

City D. Three groups of 110-120 officers each received 84 hours of classroom training in crisis intervention over a two-week period. Over the next five months, each officer attended a four-hour refresher session to discuss his experience on family disturbance calls.

All training was conducted between October, 1974 and May, 1975.

City E. Twelve groups of 30 officers each received 39 hours of classroom training in crisis intervention over a three-week period. Classroom training was followed by three, three-hour refresher sessions over a one-

month period in which officers analyzed and discussed their experiences on family disturbance calls.

All training was conducted between December, 1974 and June, 1975.

City F. Eight groups of 25 officers each received 70 hours of classroom training in crisis intervention over a two-week period, which was followed by 18 biweekly, two-hour group discussion sessions. All training was completed between the months of January and June of 1975.

Local Factors Which Affected Program Development and Implementation

As with the development and implementation of any new training program, each of the six FAMCRI programs was both facilitated and hindered by a variety of factors. One of the major purposes of conducting the training staff interviews and police administrator interviews was to identify the most significant of these facts and events in all six cities. The following are lists of these positive and negative factors in each city as reported by project directors, trainers, and administrators.

City A

Positive

1. Consulting visit from Dr. Morton Bard in November, 1974 permitting the training staff to review and verify its basic training approach

Negative

1. Passive support from city administration

City A (Cont'd.)

Positive

2. Establishment of the Emergency Response System which provided 24-hour service to police officers who wished to refer disputants to a social service agency
3. Strong support from captains, lieutenants and sergeants who permitted patrol officers extended time on dispute calls and frequent opportunities to consult with the training staff during duty hours
4. Strong support from local media

Negative

City B

Positive

1. Excellent working relationship between project director and head trainer
2. Positive support from local media

Negative

1. City administration impeded development and implementation process through complicated reporting procedures
2. Chief and deputies continued to enforce 20-minute maximum time limit for resolving dispute calls
3. Captains, lieutenants and sergeants were reluctant to release officers for training due to lack of strong support from chief and deputies

City C

Positive

1. Strong, active support from chief, captains, lieutenants, and sergeants

Negative

1. Attendance was negatively affected by off-duty scheduling of classes, which interfered with officers' part-time jobs

City C (Cont'd.)

Positive

2. Positive support from local media
3. Strong support from city administration
4. Successful capture of barricaded, armed psychotic by tactical squad trained in crisis intervention

Negative

2. Original group of civilian instructors were replaced early in training with a more practically-oriented group

City D

Positive

1. Very strong support from city administration and departmental management (e.g., chief attended all training sessions and mayor attended several sessions)
2. Strong support from local media

Negative

1. Some opposition to off-duty scheduling of training
2. Training sessions somewhat lengthy
3. Class sizes exceptionally large

City E

Positive

1. Sergeants supportive of program

Negative

1. No active support from chief, captains, and lieutenants
2. Limited staff time available. Police instructional staff assigned to FAMCRI were heavily involved in recruit training and other duties
3. No active support from city administration
4. Limited media coverage

City F

Positive

1. Recruitment of excellent civilian trainers
2. Positive support from local social service agencies

Negative

1. Key staff member transferred out of program
2. Failure of departmental management to communicate with training personnel
3. Retirement of original project director
4. District commanders reluctant to allow ranking officers to attend training program
5. Lack of support from city administration
6. Lack of concern for program among chief and deputies
7. Limited coverage by local media

General Approach to Training

There was a great deal of commonality among the six cities with respect to the topics addressed in their crisis intervention programs, and in the various instructional methods used in the exposition of these topics.

Common Topics

Although the programs differed in the emphasis they placed on specific content areas, most of the programs addressed the following topics:

1. Theory of crisis intervention/conflict management. A brief review of the basic theoretical principles of human behavior in crisis and conflict situations derived by social and behavioral scientists.

2. The police officer in crisis intervention and conflict management. A description of the role of the police officer as the crisis intervener of first resort in domestic disputes due to his 24-hour availability and legal authority.
3. Techniques of effective intervention. Familiarization with and practice in specific techniques for crisis intervention such as intervening, mediation, and arbitration.
4. Cultural factors in crisis intervention. An exposure to a variety of subcultures (e.g., disadvantaged blacks and whites, Spanish-speaking groups) who are especially prone to calling for police assistance in family disputes.
5. Mental disorders and crisis intervention. Description of the characteristics of certain types of psychotic behavior which pose special problems for the police officer in his role as crisis intervener.
6. Safety procedures. A review of basic techniques for minimizing physical danger to police officers in potentially violent situations.
7. Special varieties of crisis intervention. Presentation of techniques for handling a variety of especially difficult crisis situations such as suicide, rape, drugs, alcohol, and child abuse.
8. The referral process. Familiarization with the variety of local social services available, and the procedures for making referrals to the appropriate agencies.

Common Instructional Methods

Almost all of the programs used the following methods, in varying degrees, to deliver the different content areas of their training curricula:

- Lectures
- Small group discussions
- Role playing (in which officers and professional actors demonstrated how they would handle specific crisis situations)

- Films and videotapes
- Feedback sessions (in which the performance of officers who had participated in role plays was critiqued by instructors and trainees)
- Field trips to social service agencies

Differences Among Programs

Although there was a great deal of similarity among the programs with respect to their approach to training, the cities appeared to differ on two major dimensions: (a) the degree of performance orientation to their training, and (b) the specificity of crisis intervention topics covered. Some of the programs placed heavy emphasis on officer participation in simulated crisis intervention situations, while other programs tended to use lectures and large group discussions as the primary method of instruction. Some of the programs focused on specific techniques of crisis intervention such as intervening, defusing, and mediating; other programs tended to cover broad issues in crisis intervention (e.g., cultural issues, theory of crisis intervention), making only occasional references to specific techniques.

The following are profiles of each city's orientation with respect to these two dimensions:

City A

1. Performance orientation: Heavy emphasis on role playing and small group discussion and critique of officer performance in simulated crisis situations.
2. Specificity of topics covered: Emphasis on specific intervention techniques.

City B

1. Performance orientation: Largely lecture-based, little emphasis on practice of intervention skills.
2. Specificity of topics covered: Emphasis on specific intervention techniques.

City C

1. Performance orientation: Greater emphasis on use of lecture than on role playing and small group discussion.
2. Specificity of topics covered: Balanced emphasis on specific intervention techniques and broad issues in crisis intervention.

City D

1. Performance orientation: Almost entirely lecture based with minimum emphasis on practice of intervention skills.
2. Specificity of topics covered: Balanced emphasis on specific intervention techniques and broad issues in crisis intervention.

City E

1. Performance orientation: Heavy emphasis on role playing and small group discussion and critique of officer performance in simulated crisis situations.
2. Specificity of topics covered: Emphasis on specific intervention techniques.

City F

1. Performance orientation: Greater emphasis on use of lecture than on role playing and small group discussions.
2. Specificity of topics covered: Heavy emphasis on broad issues of crisis intervention with minimum attention to specific intervention techniques.

Referral Systems

Following completion of telephone interviews with persons in charge of referrals in each city, a careful review of all responses to the structured questionnaire was made, to induce several criteria of referral system effectiveness. The three criteria against which each system's effectiveness can probably best be measured include:

1. Existence of an explicit procedure for all referrals made by police officers.
2. Assignment of one professional with full-time responsibility for managing the referral system.
3. Existence of an emergency response capability operating on a 24-hour basis.³

The following are general descriptions of the referral systems of each city accompanied by summary statements which address the above three criteria:

City A

When a police officer determines that social service assistance is necessary to help resolve a domestic dispute, he⁴ contacts the police dispatcher who in turn pages an on-duty counselor with a portable pager. The counselor proceeds to the address in question to work with the police officer in resolving the dispute.

All citizens who are visited by a counselor are referred to an appropriate social service agency. Thirty to forty-five days following the referral, each citizen is contacted

³ Since almost half of all family disputes occur during the evening hours when most social service agencies are closed, it is highly desirable for police officers to be supported by social service personnel who are available at any hour of the day or night.

⁴ Throughout this report, the pronoun "he" will be used in reference to persons of either sex.

to determine whether or not he has actually visited this agency. To date, 15-25% of these citizens referred have actually visited the agencies to which they were initially referred.

If a citizen who is contacted has failed to visit the agency to which he was referred, the counselor attempts to learn the reason for this and to provide additional encouragement to make the visit as soon as possible.

Officers who request social service assistance are apprised of the nature of the referral made and the disposition of the case approximately 48 hours following the referral. Officers are again apprised of the disposition of the case after the counselor has contacted the citizen 30 to 45 days later.

Summary: City A has a highly proceduralized referral system in which police officers can summon assistance from a 24-hour social service unit or four full-time professionals and a supervisor.

City B

Police officers refer citizens who they feel require special help to a specific agency. In cases of real emergency, a cooperating 24-hour service agency is called, and social service personnel come directly to the citizen's home. In all other cases the officer gives the citizen a referral form and encourages him to contact the designated agency as soon as possible.

The 24-hour agency provides the police department with a disposition sheet on all referrals made through their service. There appears to be no feedback mechanism for referrals which police officers make to other agencies.

At the time of the telephone interview, no data were available on the percentage of citizens referred who were actually visiting the agencies to which they were referred.

Citizens referred through the 24-hour agency who fail to visit the agencies to which they are referred are contacted and encouraged to make their visits as soon as possible. No information is available regarding the follow up activities of other social service agencies.

A disposition card is mailed to all officers who refer citizens through the 24-hour agency. Apparently no feedback is provided to officers who make referrals through other agencies.

Summary: City B has a highly proceduralized referral system for emergency referrals, but an unstructured system for all other referrals. One full-time police professional is responsible for the system. Twenty-four-hour service is available for emergencies only.

City C

Police officers refer citizens who they feel require special help to a specific agency. There is no 24-hour

service available, so initial contact with the social service agency must be made by the client himself.

A full-time social service professional notifies agencies that certain citizens have been referred to them. This person is later notified by the agency as to whether or not the citizens have made contact. If no contact has been made, the social service professional phones or visits the citizens to encourage them to visit the agency.

Approximately 25% of those citizens referred actually made contact with the agencies to which they were referred.

Officers who have referred citizens are apprised of the citizens' case dispositions through memos, daily bulletins, and personal contact with the social service professional.

Summary: City C has a proceduralized system for making referrals run by a full-time social service professional. However, there is no 24-hour service of any kind available.

City D

City D has a written policy for making referrals and a designated professional to coordinate referrals made. However, since only 28 citizens were referred over a nine-month period, during which time over 200 family disturbances were reported, it may be assumed that City D has no effective referral system.

City E

As in City D, only a very few citizens (33) were referred over a nine-month period, from over 200 reported family disputes. City E has no written policy for making referrals and no designated professional in charge of coordinating referral efforts. It may be assumed that City E has no effective referral system.

City F

As in Cities D and E, very few citizens (about 40) were referred over a nine-month period. Although City F has a well-conceived, formalized system, it has never been implemented, and no one person has ever been designated to coordinate referrals. It may be assumed that City F has no effective referral system.

Implications for Future Crisis Intervention Training: Opinions of Trainers and Project Directors

In addition to being an excellent source of program documentation, project trainers and directors were in a unique position to offer informed opinions and recommendations for the development and implementation of future family crisis intervention training programs. Because of the traditional resistance of a significant portion of the police community to any training with a social service orientation, perhaps the most important of these opinions and recommendations are those pertaining to effective methods for "selling" crisis intervention training to police officers.

A related and equally important set of opinions and recommendations has to do with the types of officers who make good crisis interveners. The following sections represent a composite of the opinions and recommendations of project directors and trainers regarding these two important program areas.

Selling Points

Most of the project directors and trainers felt that the following factors contributed to a positive change in attitude of officers who were originally negative toward the crisis intervention training:

1. Opportunity to use crisis intervention techniques on disturbance calls. Many of the programs were scheduled so that officers could apply the techniques they were learning on a daily basis. Officers would return to class after having responded to a disturbance call the previous night, and report that specific techniques covered in the training had worked very effectively, or that more emphasis was needed on other techniques.
2. Safety. One of the prime objectives of each program was to increase the physical safety of officers responding to domestic dispute calls. Stress placed on the safety aspects of the program was a major factor in changing the attitudes of officers who were originally negative toward the training.
3. General instructional techniques. Each of the programs made use of role playing, group discussion and other participative instructional techniques which required reluctant officers to become actively involved in each day's training activities. This active involvement served to eliminate many of the original reservations of these officers toward the program.
4. Participation of superiors. Several of the programs required senior departmental officers (including the chief of police in one city) to actively participate in the training. This

apparent sanctioning of the training by management level officers served to alleviate the reservations held by many of the more reluctant officers.

5. Nature of content. The content matter of family crisis intervention training is intrinsically interesting in that it deals with powerful emotions -- anger, sadness, grief, depression, etc. This fact alone was sufficient to pique the interest of officers who were originally negative toward the program.
6. Staff enthusiasm. Trainers and project directors in all of the programs felt that the enthusiastic and straightforward delivery of training by the staff was perhaps the most important factor in positively changing the attitudes of some of the more negative officers.

Officers Who Make Good Crisis Interveners

Each of the trainers and project directors was asked to characterize trainees whom he felt showed especially good potential and especially poor potential for crisis intervention. The following is a list of the most frequently cited characteristics of both types of trainees:

Good Potential

- believed people worth his time and effort
- actively participated in program
- sought non-violent alternatives to conflict resolution
- open
- warm
- not concerned about his image
- introspective
- compassionate
- level-headed
- well-integrated personality
- anxious to grow
- good sense of self and abilities

Poor Potential

- did not participate in discussions
- authoritarian
- rigid
- dogmatic
- distrustful
- felt police should not get involved in civil matters
- closed-minded
- felt use of force best way to gain respect
- "billy club" attitude towards law enforcement
- defensive
- condescending
- afraid of dealing with people

(cont'd.)

Good Potential

- understanding and respectful of others
- curious, inquisitive
- good listener
- perceptive
- good self-control
- outgoing
- liked people
- not afraid of being emotional

Poor Potential

It is interesting to note that most of the trainers and project directors felt that age, sex, amount of education, and years of police force experience had little or no bearing on an officer's potential for crisis intervention. Because behavioral data on officers could not be obtained, it was not possible to validate trainers' observations.

Summary

This chapter has provided a review of the development and content of each of the six crisis intervention training programs. The following is a list of the significant facts which emerged from this review:

1. Five of the six programs were forced to postpone the beginning of training due to delays in receipt of audiovisual equipment, curriculum materials, or both. Several of the programs were also held up by funding delays at the Federal or local level.
2. There was great variability in the methods each department used to introduce the program to patrol officers. Some departments placed heavy emphasis on the importance of the program through formal endorsements by the chief and other city officials. Other departments allowed information regarding the program to be disseminated by word of mouth down through the ranks.
3. Although there was a great deal of similarity among the programs with respect to their approach to training, the cities appeared to differ on two major dimensions: (a) the degree of performance orientation to their training, and (2) the specificity of crisis intervention.

topics covered. Some of the programs placed heavy emphasis on officer participation in simulated crisis intervention situations, while other programs tended to use lectures and large group discussions as the primary method of instruction. Some of the programs focused on specific techniques of crisis intervention such as interviews, defusing, and mediating; other programs tended to cover broad issues in crisis intervention (e.g., cultural issues, theory of crisis intervention), making only occasional references to specific techniques.

4. Programs differed considerably in the quality of their referral systems. Several of the cities provided 24-hour social service assistance to police officers responding to family crisis calls. However, some cities had no formal referral procedure, and relied on individual officers to make referrals to specific agencies.
5. Most of the project directors and trainers felt that the following factors contributed to a positive change in attitude of officers who were originally negative toward the training:
 - opportunity to use crisis intervention techniques on disturbance calls.
 - safety techniques covered in the programs
 - participation of superiors in the training
 - enthusiasm and motivation of the training staff

RESULTS

The purpose of this chapter is to present the major findings from the evaluation of the six FCI training programs. The chapter is divided into two parts. Part I includes (a) a statement of the major goals of the programs; (b) specific evaluation questions implied by these goals; and (c) data which are intended to provide answers to these questions. The second part of the chapter describes the results of research (conducted in the course of the overall evaluation) which should be useful in the development of future police training programs in crisis intervention.

Part I: Major Goals and Findings

Goals

As mentioned in the chapter on methodology, there are two major categories under which almost all goals for FCI training programs can be placed. The first type of goal relates to the specific, immediate objectives of a program which almost always deal with intended changes in the people being trained. The second type of goal relates to the effects which the program will have on the social system in which program trainees must function.

The following goals were formulated to address the intended changes in the officers being trained:

1. Effect a positive attitude among officer trainees toward their roles as interveners in family disputes.
2. Effect a positive opinion among officer trainees toward the utility of the training they receive.

3. Increase the use of effective crisis intervention techniques among officer trainees.

A reduction in family-related crimes was proposed as the overall goal for effecting a change in the social system in which program trainees must function.

Evaluation Questions

In order to determine the extent to which the above goals had been achieved by the six programs, a number of questions specific to each goal were formulated. The following is a restatement of the goals and their corresponding questions:

1. EFFECT A POSITIVE ATTITUDE AMONG OFFICER TRAINEES TOWARD THEIR ROLES AS INTERVENERS IN FAMILY DISPUTES
 - a) How did trainees feel about the role of police officers as interveners in family disputes?
 - b) How did trainees feel their fellow officers felt about their role as interveners?
 - c) Compared to their other duties, what importance did trainees attach to the duty of intervening in family disputes?
 - d) How much consideration did trainees feel that their departments should give to a police officer's record in family crisis intervention when considering him for promotion?
2. EFFECT A POSITIVE OPINION AMONG OFFICER TRAINEES TOWARD THE UTILITY OF THE TRAINING THEY RECEIVE
 - a) Did trainees feel the program would help them deal more effectively with family disputes?
 - b) Did trainees feel the program would help them deal more effectively with other police duties?

- c) How did trainees feel about the program as a result of having used particular skills and techniques required in training?
- 3. INCREASE THE USE OF EFFECTIVE CRISIS INTERVENTION TECHNIQUES AMONG OFFICER TRAINEES
When responding to family dispute calls following training, did officers
 - a) Make a greater attempt to get disputants to relax?
 - b) Display less negative emotion?
 - c) Use better information gathering techniques?
 - d) Make a greater attempt to resolve problems underlying domestic disputes?
- 4. REDUCE FAMILY-RELATED CRIMES
 - a) Was there a reduction in the number of arrests for family-related assaults?
 - b) Was there a reduction in the number of family-related homicides?
 - c) Was there a reduction in the number of injuries to police officer during family-related calls?
 - d) Was there a reduction in law enforcement costs associated with arrests for family-related crimes?

Evaluation Results

In this section data are presented which are intended to provide answers to the evaluation question above. The data are presented in the same order as that in which the goals and questions appear in the previous section, and are discussed in terms of results across cities.

Data pertaining to Goals 1 and 2 were obtained from officer responses to the Police Participant Questionnaire. Data addressing Goal 3 were obtained from responses to the Citizen Survey Questionnaire. Data pertaining to Goal 4 were obtained from crime statistics gathered from each of the six cities.

Goal 1: Effecting a positive attitude among trainees toward roles as interveners

Question A: Feelings of trainees regarding the police officer's role as family crisis intervener

TABLE 1

Trainee Responses to the Question,
"THERE IS SOME CONTROVERSY ABOUT WHETHER OR NOT
POLICE OFFICERS SHOULD BE CALLED UPON TO
INTERVENE IN FAMILY DISPUTES.
HOW DO YOU FEEL ABOUT THIS ISSUE?"
(Percentage and Number)

Response Alternatives	Cities						TOTAL
	A	B	C	D	E	F	
Very Important	75.0% (27)	28.6% (14)	56.9% (29)	45.1% (23)	27.1% (13)	51.0% (26)	46.2% (132)
Don't Like to but Have to	19.4% (7)	61.2% (30)	37.3% (19)	49.0% (25)	66.7% (32)	33.3% (17)	45.5% (130)
Should Not	2.8% (1)	8.2% (4)	5.9% (3)	5.9% (3)	4.2% (2)	15.7% (8)	7.3% (21)
Other	2.8% (1)	2.0% (1)	0.0% (0)	0.0% (0)	2.1% (1)	0.0% (0)	1.0% (3)

Although there was considerable variability among cities with respect to the importance trainees placed on an officer's role in family disputes, at least 84% of the trainees in all cities felt that family crisis intervention was definitely a police function. Overall, only 7.3% of all trainees interviewed felt that police officers should not be called upon to intervene in family disputes.

Question B: Feelings of trainees regarding views of other officers toward the policeman's role as crisis intervener

TABLE 2

Trainees Responses to the Question,
"HOW DO YOU THINK THE OTHER OFFICERS ON THE FORCE
FEEL ABOUT THIS ISSUE?"
(Percentage and Number)

Cities

Response Alternatives	A	B	C	D	E	F	TOTAL
Very Important	51.4% (18)	16.7% (8)	42.0% (21)	32.0% (16)	14.9% (7)	22.0% (11)	28.9% (81)
Don't Like to but Have to	17.1% (6)	52.1% (25)	38.0% (19)	48.0% (24)	66.0% (31)	40.0% (20)	44.6% (125)
Should Not	17.1% (6)	20.8% (10)	18.0% (9)	8.0% (4)	12.8% (6)	34.0% (17)	18.6% (52)
Other	14.3% (5)	10.4% (5)	2.0% (1)	12.0% (6)	6.4% (3)	4.0% (2)	7.9% (22)

A comparison of Table 1 with Table 2 indicates that, in each city, trainees felt that their peers placed less importance than they did on the police officer's role as family crisis intervener. However, over 70%

of all officers interviewed felt that their peers definitely viewed family crisis intervention as a police function.

Question C: Importance of family crisis intervention compared to other duties

TABLE 3

Trainee Responses to the Question,
"HOW IMPORTANT DO YOU BELIEVE INTERVENING IN
FAMILY DISPUTES IS, COMPARED TO YOUR OTHER DUTIES?"
(Percentage and Number)

Response Alternatives	Cities						TOTAL
	A	B	C	D	E	F	
Most Important	17.1% (6)	10.2% (5)	17.6% (9)	25.5% (13)	8.3% (4)	0.0% (0)	13.0% (37)
Same As Any Other Duty	77.1% (27)	65.3% (32)	68.6% (35)	54.9% (28)	58.3% (28)	60.8% (31)	63.5% (181)
Less Important	5.7% (2)	24.5% (12)	13.8% (7)	19.6% (10)	33.3% (16)	39.2% (20)	23.5% (67)

There were large differences among cities with respect to trainees' opinions of the relative importance of family crisis intervention as a police duty. However, over 75% of all trainees interviewed felt that intervening in domestic disputes was at least equal in importance to all other duties.

Question D: Officer attitudes toward amount of consideration departments should give to family crisis intervention record in making promotion and evaluation decisions

TABLE 4

Trainee Responses to the Question,
 "HOW MUCH CONSIDERATION DO YOU FEEL THE DEPARTMENT
 SHOULD GIVE TO HIS (POLICE OFFICER'S) RECORD
 IN DEALING WITH FAMILY DISPUTES?"
 (Percentage and Number)

Cities							
Response Alternatives	A	B	C	D	E	F	TOTAL
A Lot	27.8% (10)	14.3% (7)	21.6% (11)	21.6% (11)	8.3% (4)	5.9% (3)	16.1% (46)
Some	66.7% (24)	67.3% (33)	64.7% (33)	74.5% (38)	66.7% (32)	66.7% (34)	67.8% (194)
None	2.8% (1)	16.3% (8)	11.8% (6)	2.0% (1)	22.9% (11)	25.5% (13)	14.0% (40)
Don't Know	2.8% (1)	2.0% (1)	2.0% (1)	2.0% (1)	2.1% (1)	2.0% (1)	2.1% (6)

Over 80% of all trainees interviewed felt that records in dealing with family crisis interventions should be given at least some consideration in promotion and evaluation decisions. However, in answer to a prior question, "WHEN A POLICE OFFICER IS BEING EVALUATED OR CONSIDERED FOR PROMOTION, HOW MUCH CONSIDERATION DOES THE DEPARTMENT GIVE TO HIS RECORD IN DEALING WITH FAMILY DISPUTES?" only 13% of all trainees interviewed said that records in dealing with family crisis intervention were given at least some consideration in promotion and evaluation decisions.

Goal 2: Effecting a positive opinion among trainees
toward utility of training received

Question A: Opinions of trainees on whether or
not the program would help them
deal more effectively with family
disputes

TABLE 5

Trainee Responses to the Question,
"DO YOU FEEL THE TRAINING YOU ARE RECEIVING NOW
IN THE FAMILY CRISIS INTERVENTION PROGRAM
WILL HELP YOU DEAL BETTER WITH FAMILY DISPUTES?"
(Percentage and Number)

Response Alternatives	Cities						TOTAL
	A	B	C	D	E	F	
Yes	97.2% (35)	83.7% (41)	96.1% (49)	74.5% (38)	82.6% (38)	68.6% (35)	83.1% (236)
Maybe	2.8% (1)	14.3% (7)	2.0% (1)	5.9% (3)	10.9% (5)	11.8% (6)	8.1% (23)
No	0.0% (0)	2.0% (1)	2.0% (1)	19.6% (10)	6.5% (3)	19.6% (10)	8.8% (25)

The cities differed considerably in how their officers responded to this question. However, over 83% of all trainees interviewed felt that the training would help them deal more effectively with domestic disputes.

Question B: Opinions of trainees on whether or not the program would help them deal more effectively with other police duties

TABLE 6

Trainee Responses to the Question,
"DO YOU FEEL IT (THE TRAINING) WILL HELP YOU
WITH YOUR OTHER POLICE DUTIES?"
(Percentage and Number)

Response Alternatives	Cities						TOTAL
	A	B	C	D	E	F	
Yes	91.7% (33)	77.6% (38)	90.2% (46)	80.4% (41)	64.6% (31)	56.0% (28)	76.1% (217)
Maybe	5.6% (2)	18.4% (9)	5.9% (3)	0.0% (0)	8.3% (4)	14.0% (7)	8.8% (25)
No	2.8% (1)	4.1% (2)	3.9% (2)	19.6% (10)	27.1% (13)	30.0% (15)	15.1% (43)

In addition to feeling that the training would help them deal more effectively with family disputes, a large proportion of all trainees interviewed (over 75%) also felt that the program would help them with their other police duties.

Question C: Opinions of trainees toward the program as a result of having used particular skills and techniques covered in training

TABLE 7

Trainee Responses to the Question,
"HOW DO YOU FEEL ABOUT THE TRAINING
AS A RESULT OF USING IT?"
(Percentage and Number)

Response Alternatives	Cities						TOTAL
	A	B	C	D	E	F	
Positive	91.7% (33)	61.2% (30)	76.5% (39)	64.7% (33)	45.8% (22)	56.9% (29)	65.0% (186)
Mixed	0.0% (0)	16.3% (8)	1.9% (1)	15.7% (8)	29.2% (14)	15.7% (8)	13.6% (39)
Negative	2.8% (1)	6.1% (3)	0.0% (0)	2.0% (1)	14.6% (7)	3.9% (2)	4.9% (14)
Have Not Used	5.6% (2)	16.3% (8)	21.6% (11)	17.6% (9)	10.4% (5)	23.6% (12)	16.4% (47)

Nearly two-thirds of all trainees interviewed reported that they felt positively towards the training as a result of having used it on domestic calls. Fewer than five percent felt negative towards the program after having tried out their newly-acquired skills and techniques.

Goal 3: Increasing the use of effective crisis intervention techniques among officer trainees

Question A: Attempts of officers to get disputants to relax

TABLE 8

Citizen Responses, Before and After Training,
to the Question,
"DID THEY (THE OFFICERS) STAND UP
MOST OF THE TIME
THEY WERE IN YOUR HOME?"
(Percentage and Number)

Cities

Response	A		B		C		D		E		F		TOTAL*	
	Before	After	Before	After	Before	After	Before	After	Before	After	Before	After	Before	After
Yes	78.0% (39)	79.6% (39)	83.7% (36)	91.7% (44)	88.0% (44)	93.1% (27)	69.2% (36)	83.0% (39)	86.5% (45)	65.4% (34)	87.8% (43)	91.7% (22)	82.1% (243)	82.3% (205)
No	18.0% (9)	10.2% (5)	14.0% (6)	8.3% (4)	12.0% (6)	6.9% (2)	9.6% (5)	10.6% (5)	5.8% (3)	9.6% (5)	2.0% (1)	8.3% (2)	10.1% (30)	9.2% (23)
Other	4.0% (2)	10.2% (5)	2.3% (1)	0.0% (0)	0.0% (0)	0.0% (0)	21.2% (11)	6.4% (3)	7.7% (4)	25.0% (13)	10.2% (5)	0.0% (0)	7.8% (23)	8.4% (21)

*Not significant.

TABLE 9

Citizen Responses, Before and After Training,
to the Question,
"AFTER THEY ARRIVED, DID THE OFFICERS
GET EVERYONE TO RELAX?"
(Percentage and Number)

Response	Cities													
	A		B		C		D		E		F		TOTAL*	
	Before	After	Before	After	Before	After	Before	After	Before	After	Before	After	Before	After
Yes	60.0% (30)	81.6% (40)	69.8% (30)	72.9% (35)	64.0% (32)	79.3% (23)	78.8% (41)	80.9% (38)	76.9% (40)	61.5% (32)	51.0% (25)	83.3% (20)	66.9% (198)	75.5% (188)
No	32.0% (16)	10.2% (5)	27.9% (12)	10.4% (5)	36.0% (18)	0.0% (0)	19.2% (10)	17.0% (8)	17.3% (9)	5.8% (3)	44.9% (22)	16.7% (4)	29.4% (87)	10.0% (25)
Other	8.0% (4)	8.2% (4)	2.3% (1)	16.7% (8)	0.0% (0)	20.7% (6)	1.9% (1)	2.1% (1)	5.8% (3)	32.7% (17)	4.1% (2)	0.0% (0)	3.7% (11)	14.5% (36)

* $\chi^2 = 44.15, p < .001.$

TABLE 10

Citizen Responses, Before and After Training,
to the Question,
"WHEN THE OFFICERS SPOKE TO YOU,
WERE THEY POLITE AND COURTEOUS?"
(Percentage and Number)

Cities

Response	A		B		C		D		E		F		TOTAL*	
	Before	After	Before	After	Before	After	Before	After	Before	After	Before	After	Before	After
Yes	94.0% (47)	87.8% (43)	86.0% (37)	89.6% (43)	88.0% (44)	100.0% (29)	94.2% (49)	91.5% (43)	88.5% (46)	92.3% (48)	87.8% (43)	87.5% (21)	89.9% (266)	91.2% (227)
No	6.0% (3)	12.2% (6)	4.7% (2)	8.3% (4)	10.0% (5)	0.0% (0)	3.8% (2)	8.5% (4)	7.7% (4)	7.7% (4)	10.2% (5)	8.3% (2)	7.1% (21)	8.0% (20)
Other	0.0% (0)	0.0% (0)	9.3% (4)	2.1% (1)	2.0% (1)	0.0% (0)	1.9% (1)	0.0% (0)	3.8% (2)	0.0% (0)	2.0% (1)	4.2% (1)	3.0% (9)	0.8% (2)

* Not significant.

TABLE 11

Citizen Responses, Before and After Training,
to the Question,
"DID THEY (THE OFFICERS)
SEEM TO BE IN A HURRY TO LEAVE?"
(Percentage and Number)

Cities

Response	A		B		C		D		E		F		TOTAL*	
	Before	After	Before	After	Before	After	Before	After	Before	After	Before	After	Before	After
Yes	14.0% (7)	12.2% (6)	11.6% (5)	18.8% (9)	20.0% (10)	6.9% (2)	17.3% (9)	8.5% (4)	9.6% (5)	15.4% (8)	20.4% (10)	29.2% (7)	15.5% (46)	14.5% (36)
No	84.0% (42)	85.7% (42)	81.4% (35)	77.1% (37)	80.0% (40)	93.1% (27)	82.7% (43)	87.2% (41)	88.5% (46)	82.7% (43)	79.6% (39)	70.8% (17)	82.8% (245)	83.1% (207)
Other	2.0% (1)	2.0% (1)	7.0% (3)	4.2% (2)	0.0% (0)	0.0% (0)	0.0% (0)	4.3% (2)	1.9% (1)	1.9% (1)	0.0% (0)	0.0% (0)	1.7% (5)	2.4% (6)

* Not significant.

TABLE 12

Citizen Responses, Before and After Training,
to the Question,
"WERE THE OFFICERS FRIENDLY AND ENCOURAGING
WHEN THEY FINALLY LEFT YOUR HOME?"
(Percentage and Number)

Cities

Response	A		B		C		D		E		F		TOTAL *	
	Before	After	Before	After	Before	After	Before	After	Before	After	Before	After	Before	After
Yes	82.0% (41)	83.7% (41)	74.4% (32)	83.3% (40)	74.0% (37)	93.1% (27)	88.5% (46)	93.6% (44)	80.8% (42)	80.8% (42)	83.7% (41)	83.3% (20)	80.7% (239)	85.9% (214)
No	14.0% (7)	12.2% (6)	18.6% (8)	16.7% (8)	14.0% (7)	3.4% (1)	9.6% (5)	4.3% (2)	13.5% (7)	11.5% (6)	16.3% (8)	16.7% (4)	14.2% (42)	10.8% (27)
Other	4.0% (2)	4.1% (2)	7.0% (3)	0.0% (0)	12.0% (6)	3.4% (1)	1.9% (1)	2.1% (1)	5.8% (3)	7.7% (4)	0.0% (0)	0.0% (0)	5.1% (15)	3.2% (8)

* Not significant.

Tables 8 through 12 show a slight positive increase, following training, in the attempts of officers to get citizens to relax. However, only Table 9 shows a statistically significant increase, overall.

Question B: Displays of negative emotion

TABLE 13

Citizen Responses, Before and After Training,
to the Question,
"DID THEY (THE OFFICERS) SEEM ANGRY
ABOUT HAVING TO COME TO YOUR HOME?"
(Percentage and Number)

Cities

Response	A		B		C		D		E		F		TOTAL*	
	Before	After	Before	After	Before	After	Before	After	Before	After	Before	After	Before	After
Yes	14.0% (7)	8.2% (4)	9.3% (4)	14.6% (7)	16.0% (8)	6.9% (2)	3.8% (2)	8.5% (4)	11.5% (6)	9.6% (5)	14.3% (7)	16.7% (4)	11.5% (34)	10.4% (26)
No	84.0% (42)	91.8% (45)	88.4% (38)	81.3% (39)	82.0% (41)	93.1% (27)	90.4% (47)	91.5% (43)	84.6% (44)	90.4% (47)	85.7% (42)	83.3% (20)	85.8% (254)	88.8% (221)
Other	2.0% (1)	0.0% (0)	2.3% (1)	4.2% (2)	2.0% (1)	0.0% (0)	5.8% (3)	0.0% (0)	3.8% (2)	0.0% (0)	0.0% (0)	0.0% (0)	2.7% (8)	0.8% (2)

* Not significant.

TABLE 14

Citizen Responses, Before and After Training,
to the Question,
"DID THE OFFICERS SEEM TO SHOUT
MOST OF THE TIME?"
(Percentage and Number)

Cities

Response	A		B		C		D		E		F		TOTAL *	
	Before	After	Before	After	Before	After	Before	After	Before	After	Before	After	Before	After
Yes	6.0% (3)	6.1% (3)	4.7% (2)	8.3% (4)	8.0% (4)	3.4% (1)	0.0% (0)	0.0% (0)	9.6% (5)	1.9% (1)	8.2% (4)	8.3% (2)	6.1% (18)	4.4% (11)
No	94.0% (47)	93.9% (46)	93.0% (40)	91.7% (44)	92.0% (46)	96.6% (28)	98.1% (51)	100.0% (47)	88.5% (46)	98.1% (51)	91.8% (45)	91.7% (22)	92.9% (275)	95.6% (238)
Other	0.0% (0)	0.0% (0)	2.3% (1)	0.0% (0)	0.0% (0)	0.0% (0)	1.9% (1)	0.0% (0)	1.9% (1)	0.0% (0)	0.0% (0)	0.0% (0)	1.0% (3)	0.0% (0)

* Not significant.

TABLE 15

Citizen Responses, Before and after Training,
to the Question,
"DID THE POLICE OFFICERS
THREATEN TO ARREST YOU?"
(Percentage and Number)

Cities

Response	A		B		C		D		E		F		TOTAL*	
	Before	After	Before	After	Before	After	Before	After	Before	After	Before	After	Before	After
Yes	18.0% (9)	16.3% (8)	11.6% (5)	14.6% (7)	20.0% (10)	3.4% (1)	15.4% (8)	4.3% (2)	15.4% (8)	11.5% (6)	8.2% (4)	16.7% (4)	14.9% (44)	11.2% (28)
No	82.0% (41)	83.7% (41)	88.4% (38)	85.4% (41)	80.0% (40)	96.6% (28)	82.7% (43)	91.5% (43)	80.8% (42)	84.6% (44)	91.8% (45)	83.3% (20)	84.1% (249)	87.1% (217)
Other	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	1.9% (1)	4.3% (2)	3.8% (2)	3.8% (2)	0.0% (0)	0.0% (0)	1.0% (3)	1.6% (4)

* Not significant.

TABLE 16

Citizen Responses, Before and After Training,
to the Question,
"DID THE OFFICERS SEEM
VERY UPSET WITH YOU?"
(Percentage and Number)

Response	Cities													
	A		B		C		D		E		F		TOTAL*	
	Before	After	Before	After	Before	After	Before	After	Before	After	Before	After	Before	After
Yes	12.0% (6)	16.3% (8)	9.3% (4)	14.6% (7)	18.0% (9)	3.4% (1)	9.6% (5)	8.5% (4)	21.2% (11)	9.6% (5)	14.3% (7)	16.7% (4)	14.2% (42)	11.6% (29)
No	88.0% (44)	81.6% (40)	81.4% (35)	81.3% (39)	80.0% (40)	96.6% (28)	90.4% (47)	89.4% (42)	75.0% (39)	90.4% (47)	85.7% (42)	83.3% (20)	83.4% (247)	86.7% (216)
Other	0.0% (0)	2.0% (1)	9.3% (4)	4.2% (2)	2.0% (1)	0.0% (0)	0.0% (0)	2.1% (1)	3.8% (2)	0.0% (0)	0.0% (0)	0.0% (0)	2.4% (7)	1.6% (4)

* Not significant.

TABLE 17

Citizen Responses, Before and After Training,
to the Question,
"DID THEY (THE OFFICERS) INSULT YOU?"
(Percentage and Number)

Response	Cities													
	A		B		C		D		E		F		TOTAL*	
	Before	After	Before	After	Before	After	Before	After	Before	After	Before	After	Before	After
Yes	2.0% (1)	8.2% (4)	4.7% (2)	6.3% (3)	12.0% (6)	0.0% (0)	3.8% (2)	6.4% (3)	3.8% (2)	5.8% (3)	6.1% (3)	4.2% (1)	5.4% (16)	5.6% (14)
No	98.0% (49)	89.8% (44)	95.3% (41)	91.7% (44)	88.0% (44)	96.6% (28)	96.2% (50)	91.5% (43)	90.4% (47)	94.2% (49)	93.9% (46)	95.8% (23)	93.6% (277)	92.8% (231)
Other	0.0% (0)	2.0% (1)	0.0% (0)	2.1% (1)	0.0% (0)	3.4% (1)	0.0% (0)	2.1% (1)	5.8% (3)	0.0% (0)	0.0% (0)	0.0% (0)	1.0% (3)	1.6% (4)

* Not significant.

TABLE 18

Citizen Responses, Before and After Training,
to the Question,
"DID YOU GET THE IMPRESSION
THEY FELT THEY WERE BETTER THAN YOU?"
(Percentage and Number)

Cities

Response	A		B		C		D		E		F		TOTAL *	
	Before	After	Before	After	Before	After	Before	After	Before	After	Before	After	Before	After
Yes	12.0% (6)	12.2% (6)	20.9% (9)	14.6% (7)	14.0% (7)	0.0% (0)	13.5% (7)	4.3% (2)	11.5% (6)	3.8% (2)	10.2% (5)	16.7% (4)	13.5% (40)	8.4% (21)
No	86.0% (43)	87.8% (43)	76.7% (33)	85.4% (41)	82.0% (41)	100.0% (29)	86.5% (45)	93.6% (44)	88.5% (46)	92.3% (48)	87.8% (43)	83.3% (20)	84.8% (251)	90.4% (225)
Other	2.0% (1)	0.0% (0)	2.3% (1)	0.0% (0)	4.0% (2)	0.0% (0)	0.0% (0)	2.1% (1)	0.0% (0)	3.8% (2)	2.0% (1)	0.0% (0)	1.7% (5)	1.2% (3)

* Not significant.

Tables 13 through 18 show a slight positive decrease, following training, in officer displays of negative emotions while intervening in disputes. None of these decreases is statistically significant.

Question C: Use of better information
gathering techniques

TABLE 19

Citizen Responses, Before and After Training,
to the Question,
"DID THEY (THE OFFICERS)
LISTEN TO ALL SIDES OF THE STORY?"
(Percentage and Number)

Cities

Response	A		B		C		D		E		F		TOTAL *	
	Before	After	Before	After	Before	After	Before	After	Before	After	Before	After	Before	After
Yes	78.0% (39)	83.7% (41)	74.4% (32)	83.3% (40)	70.0% (35)	93.1% (27)	90.4% (47)	91.5% (43)	73.1% (38)	88.5% (46)	81.6% (40)	91.7% (22)	78.0% (231)	88.0% (219)
No	16.0% (8)	10.2% (5)	23.3% (10)	14.6% (7)	30.0% (15)	0.0% (0)	7.7% (4)	6.4% (3)	17.3% (9)	5.8% (3)	14.3% (7)	8.3% (2)	17.9% (53)	8.0% (20)
Other	6.0% (3)	6.1% (3)	2.3% (1)	2.1% (1)	0.0% (0)	6.9% (2)	1.9% (1)	2.1% (1)	9.6% (5)	5.8% (3)	4.1% (2)	0.0% (0)	4.1% (12)	4.0% (10)

*
 $\chi^2 = 11.45, p < .005.$

TABLE 20

Citizen Responses, Before and After Training,
to the Question,
"DID THE OFFICERS TRY TO FIND OUT
WHAT REALLY HAPPENED?"
(Percentage and Number)

Cities

Response	A		B		C		D		E		F		TOTAL*	
	Before	After	Before	After	Before	After	Before	After	Before	After	Before	After	Before	After
Yes	78.0% (39)	85.7% (42)	72.1% (31)	83.3% (40)	60.0% (30)	93.1% (27)	92.3% (48)	89.4% (42)	78.8% (41)	86.5% (45)	85.7% (42)	95.8% (23)	78.0% (231)	88.0% (219)
No	16.0% (8)	14.3% (7)	23.3% (10)	12.5% (6)	34.0% (17)	6.9% (2)	7.7% (4)	6.4% (3)	19.2% (10)	7.7% (4)	14.3% (7)	4.2% (1)	18.9% (56)	9.2% (23)
Other	6.0% (3)	0.0% (0)	4.7% (2)	4.2% (2)	6.0% (3)	0.0% (0)	0.0% (0)	4.3% (2)	1.9% (1)	5.8% (3)	0.0% (0)	0.0% (0)	3.0% (9)	2.8% (7)

* $\chi^2 = 10.38$, $p < .01$.

TABLE 21

Citizen Responses, Before and After Training,
to the Question,
"DID THEY (THE OFFICERS)
LISTEN TO YOUR STORY
WITHOUT CRITICIZING YOU?"
(Percentage and Number)

Cities

Response	A		B		C		D		E		F		TOTAL *	
	Before	After	Before	After	Before	After	Before	After	Before	After	Before	After	Before	After
Yes	78.0% (39)	85.7% (42)	81.4% (35)	85.4% (41)	76.0% (38)	93.1% (27)	86.5% (45)	93.6% (44)	80.8% (42)	88.5% (46)	81.6% (40)	83.3% (20)	80.7% (239)	88.4% (220)
No	16.0% (8)	14.3% (7)	14.0% (6)	12.5% (6)	22.0% (11)	6.9% (2)	11.5% (6)	4.3% (2)	17.3% (9)	7.7% (4)	16.3% (8)	12.5% (3)	16.2% (48)	9.6% (24)
Other	6.0% (3)	0.0% (0)	4.7% (2)	2.1% (1)	2.0% (1)	0.0% (0)	1.9% (1)	2.1% (1)	1.9% (1)	3.8% (2)	2.0% (1)	4.2% (1)	3.0% (9)	2.0% (5)

* $\chi^2 = 5.92, p < .075.$

TABLE 22

Citizen Responses, Before and After Training,
to the Question,
"DID THE OFFICERS GIVE YOU
ENOUGH TIME TO TELL THEM
WHAT HAPPENED?"
(Percentage and Number)

Cities

Response	A		B		C		D		E		F		TOTAL*	
	Before	After	Before	After	Before	After	Before	After	Before	After	Before	After	Before	After
Yes	82.0% (41)	83.7% (41)	79.1% (34)	87.5% (42)	74.0% (37)	100.0% (29)	92.3% (48)	93.6% (44)	78.8% (41)	84.6% (44)	85.7% (42)	87.5% (21)	82.1% (243)	88.8% (221)
No	18.0% (9)	16.3% (8)	18.6% (8)	8.3% (4)	24.0% (12)	0.0% (0)	5.8% (3)	6.4% (3)	15.4% (8)	13.5% (7)	14.3% (7)	12.5% (3)	15.9% (47)	10.0% (25)
Other	0.0% (0)	0.0% (0)	2.3% (1)	4.2% (2)	2.0% (1)	0.0% (0)	1.9% (1)	0.0% (0)	5.8% (3)	1.9% (1)	0.0% (0)	0.0% (0)	2.0% (6)	1.2% (3)

* $\chi^2 = 4.74, p < .10.$

TABLE 23

Citizen Responses, Before and After Training,
to the Question,
"DID THE OFFICERS INTERRUPT YOU MUCH
WHILE YOU WERE TRYING
TO TELL THEM WHAT HAPPENED?"
(Percentage and Number)

Cities

Response	A		B		C		D		E		F		TOTAL*	
	Before	After	Before	After	Before	After	Before	After	Before	After	Before	After	Before	After
Yes	18.0% (9)	14.3% (7)	18.6% (8)	29.2% (14)	12.0% (6)	0.0% (0)	7.7% (4)	6.4% (3)	19.2% (10)	7.7% (4)	20.4% (10)	12.5% (3)	15.9% (47)	12.4% (31)
No	82.0% (41)	85.7% (42)	74.4% (32)	68.8% (33)	84.0% (42)	100.0% (29)	90.4% (47)	91.5% (43)	78.8% (41)	86.5% (45)	77.6% (38)	87.5% (21)	81.4% (241)	85.5% (213)
Other	0.0% (0)	0.0% (0)	7.0% (3)	2.1% (1)	4.0% (2)	0.0% (0)	1.9% (1)	2.1% (1)	1.9% (1)	5.8% (3)	2.0% (1)	0.0% (0)	2.7% (8)	2.0% (5)

* Not significant.

TABLE 24

Citizen Responses, Before and After Training,
to the Question,
"DID THE OFFICERS SEEM TO
UNDERSTAND WHAT REALLY HAPPENED?"
(Percentage and Number)

Cities

Response	A		B		C		D		E		F		TOTAL*	
	Before	After	Before	After	Before	After	Before	After	Before	After	Before	After	Before	After
Yes	66.0% (33)	75.5% (37)	60.5% (26)	70.8% (34)	78.0% (39)	93.1% (27)	80.8% (42)	93.6% (44)	78.8% (41)	86.5% (45)	89.8% (44)	87.5% (21)	76.0% (225)	83.5% (208)
No	22.0% (11)	20.4% (10)	18.6% (8)	22.9% (11)	18.0% (9)	3.4% (1)	17.3% (9)	4.3% (2)	19.2% (10)	5.8% (3)	10.2% (5)	12.5% (3)	17.6% (52)	12.0% (30)
Other	12.0% (6)	4.1% (2)	20.9% (9)	6.3% (3)	4.0% (2)	3.4% (1)	1.9% (1)	2.1% (1)	1.9% (1)	7.7% (4)	0.0% (0)	0.0% (0)	6.4% (19)	4.4% (11)

* $\chi^2 = 4.68, p < .10.$

TABLE 25

Citizen Responses, Before and After Training,
to the Question,
"DID THE OFFICERS
DO MOST OF THE TALKING?"
(Percentage and Number)

Cities

Response	A		B		C		D		E		F		TOTAL*	
	Before	After	Before	After	Before	After	Before	After	Before	After	Before	After	Before	After
Yes	20.0% (10)	16.3% (8)	18.6% (8)	18.8% (9)	44.0% (22)	10.3% (3)	25.0% (13)	29.8% (14)	28.8% (15)	9.6% (5)	22.4% (11)	33.3% (8)	26.7% (79)	18.9% (47)
No	76.0% (38)	83.7% (41)	69.8% (30)	79.2% (38)	48.0% (24)	86.2% (25)	71.2% (37)	51.1% (24)	71.2% (37)	80.8% (42)	75.5% (37)	66.7% (16)	68.6% (203)	74.7% (186)
Other	4.0% (2)	0.0% (0)	11.6% (5)	2.1% (1)	8.0% (4)	3.4% (1)	3.8% (2)	19.1% (9)	0.0% (0)	9.6% (5)	2.0% (1)	0.0% (0)	4.7% (14)	6.4% (16)

* $\chi^2 = 4.99$, $p < .10$.

TABLE 26

Citizen Responses, Before and After Training,
to the Question,
"DID THEY SEEM TO BE CONFUSED
ABOUT WHAT WAS REALLY GOING ON?"
(Percentage and Number)

Cities

Response	A		B		C		D		E		F		TOTAL *	
	Before	After	Before	After	Before	After	Before	After	Before	After	Before	After	Before	After
Yes	24.0% (12)	12.2% (6)	9.3% (4)	14.6% (7)	14.0% (7)	0.0% (0)	19.2% (10)	8.5% (4)	13.5% (7)	9.6% (5)	22.4% (11)	29.2% (7)	17.2% (51)	11.6% (29)
No	72.0% (36)	79.6% (39)	81.4% (35)	77.1% (37)	76.0% (38)	93.1% (27)	75.0% (39)	91.5% (43)	80.8% (42)	90.4% (47)	75.5% (37)	70.8% (17)	76.7% (227)	84.3% (210)
Other	4.0% (2)	8.2% (4)	9.3% (4)	8.3% (4)	10.0% (5)	6.9% (2)	5.8% (3)	0.0% (0)	5.8% (3)	0.0% (0)	2.0% (1)	0.0% (0)	6.1% (18)	4.0% (10)

* $\chi^2 = 4.98$, $p < .10$.

Tables 19 through 26 show several distinct improvements, following training, in the information gathering behavior of officers responding to domestic dispute calls. Only Table 23 (which shows the responses of citizens to the question about whether or not they were interrupted frequently by the officers) does not show a statistically significant improvement.

Question D: Attempts of officers to resolve
problems underlying domestic disputes

TABLE 27

Citizen Responses, Before and After Training,
to the Question,
"DID THE OFFICERS ACT
AS THOUGH THEY WANTED TO HELP YOU?"
(Percentage and Number)

Cities

Response	A		B		C		D		E		F		TOTAL*	
	Before	After	Before	After	Before	After	Before	After	Before	After	Before	After	Before	After
Yes	78.0% (39)	83.7% (41)	76.7% (33)	79.2% (38)	70.0% (35)	96.6% (28)	84.6% (44)	93.6% (44)	84.6% (44)	90.4% (47)	77.6% (38)	83.3% (20)	78.7% (233)	87.6% (218)
No	14.0% (7)	16.3% (8)	18.6% (8)	18.8% (9)	22.0% (11)	3.4% (1)	11.5% (6)	4.3% (2)	15.4% (8)	5.8% (3)	22.4% (11)	16.7% (4)	17.2% (51)	10.8% (27)
Other	8.0% (4)	0.0% (0)	4.7% (2)	2.1% (1)	8.0% (4)	0.0% (0)	3.8% (2)	2.1% (1)	0.0% (0)	3.8% (2)	0.0% (0)	0.0% (0)	4.1% (12)	1.6% (4)

* $\chi^2 = 7.89$, $p < .025$.

TABLE 28

Citizen Responses, Before and After Training,
to the Question,
"DID THE OFFICERS SEEM MORE
INTERESTED IN KEEPING YOU QUIET
THAN IN HELPING YOU SOLVE THE PROBLEM?"
(Percentage and Number)

Cities

Response	A		B		C		D		E		F		TOTAL*	
	Before	After	Before	After	Before	After	Before	After	Before	After	Before	After	Before	After
Yes	30.0% (15)	14.3% (7)	16.3% (7)	27.1% (13)	40.0% (20)	17.2% (5)	26.9% (14)	4.3% (2)	17.3% (9)	11.5% (6)	24.5% (12)	33.3% (8)	26.0% (77)	16.5% (41)
No	58.0% (29)	77.6% (38)	72.1% (31)	66.7% (32)	54.0% (27)	82.8% (24)	65.4% (34)	91.5% (43)	75.0% (39)	86.5% (45)	71.4% (35)	66.7% (16)	65.9% (195)	79.5% (198)
Other	12.0% (6)	8.2% (4)	11.6% (5)	6.3% (3)	6.0% (3)	0.0% (0)	7.7% (4)	4.3% (2)	7.7% (4)	1.9% (1)	4.1% (2)	0.0% (0)	8.1% (24)	4.0% (10)

* $\chi^2 = 12.81, p < .005.$

TABLE 29

Citizen Responses, Before and After Training,
to the Question,
"DID YOU GET THE FEELING
THE OFFICERS WERE NOT REALLY
TRYING TO HELP YOU?"
(Percentage and Number)

Cities

Response	A		B		C		D		E		F		TOTAL *	
	Before	After	Before	After	Before	After	Before	After	Before	After	Before	After	Before	After
Yes	22.0% (11)	18.4% (9)	20.9% (9)	27.1% (13)	30.0% (15)	6.9% (2)	23.1% (12)	6.4% (3)	26.9% (14)	5.8% (3)	22.4% (11)	20.8% (5)	24.3% (72)	14.1% (35)
No	72.0% (36)	81.6% (40)	72.1% (31)	66.7% (32)	66.0% (33)	93.1% (27)	75.0% (39)	91.5% (43)	71.2% (37)	90.4% (47)	73.5% (36)	79.2% (19)	71.6% (212)	83.5% (208)
Other	6.0% (3)	0.0% (0)	7.0% (3)	6.3% (3)	4.0% (2)	0.0% (0)	1.9% (1)	2.1% (1)	1.9% (1)	3.8% (2)	4.1% (2)	0.0% (0)	4.1% (12)	2.4% (6)

* $\chi^2 = 12.21$, $p < .005$.

TABLE 30

Citizen Responses, Before and After Training,
to the Question,
"DID THEY (THE OFFICERS) SEEM TO
FEEL THAT YOUR PROBLEM WAS IMPORTANT?"
(Percentage and Number)

Cities

Response	A		B		C		D		E		F		TOTAL *	
	Before	After	Before	After	Before	After	Before	After	Before	After	Before	After	Before	After
Yes	72.0% (36)	69.4% (34)	65.1% (28)	72.9% (35)	68.0% (34)	93.1% (27)	75.0% (39)	91.5% (43)	73.1% (38)	76.9% (40)	69.4% (34)	79.2% (19)	70.6% (209)	79.5% (198)
No	22.0% (11)	26.5% (13)	20.9% (9)	20.8% (10)	26.0% (13)	3.4% (1)	21.2% (11)	6.4% (3)	21.2% (11)	15.4% (8)	26.5% (13)	20.8% (5)	23.0% (68)	16.1% (40)
Other	6.0% (3)	4.1% (2)	14.0% (6)	6.3% (3)	6.0% (3)	3.4% (1)	3.8% (2)	2.1% (1)	5.8% (3)	7.7% (4)	4.1% (2)	0.0% (0)	6.4% (19)	4.4% (11)

* $\chi^2 = 5.68$, $p < .075$.

TABLE 31

Citizen Responses, Before and After Training,
to the Question,
"DID THE OFFICERS SEEM TO
DISAGREE WITH EACH OTHER
ABOUT WHAT SHOULD BE DONE?"
(Percentage and Number)

Cities

Response	A		B		C		D		E		F		TOTAL *	
	Before	After	Before	After	Before	After	Before	After	Before	After	Before	After	Before	After
Yes	10.0% (5)	2.0% (1)	16.3% (7)	6.3% (3)	66.0% (33)	34.5% (10)	5.8% (3)	2.1% (1)	11.5% (6)	3.8% (2)	4.1% (2)	16.7% (4)	8.8% (26)	4.8% (12)
No	80.0% (40)	75.5% (37)	74.4% (32)	87.5% (42)	32.0% (16)	58.6% (17)	78.8% (41)	63.8% (30)	84.6% (44)	92.3% (48)	93.9% (46)	83.3% (20)	83.8% (248)	80.7% (201)
Other	10.0% (5)	22.4% (11)	9.3% (4)	6.3% (3)	2.0% (1)	6.9% (2)	15.4% (8)	34.0% (16)	3.8% (2)	3.8% (2)	2.0% (1)	0.0% (0)	7.4% (22)	14.5% (36)

* $\chi^2 = 9.47, p < .01.$

TABLE 32

Citizen Responses, Before and After Training,
to the Question,
"DID YOU FEEL WORSE OFF
AFTER THE OFFICERS CAME
THAN YOU WERE BEFORE?"
(Percentage and Number)

Cities

Response	A		B		C		D		E		F		TOTAL*	
	Before	After	Before	After	Before	After	Before	After	Before	After	Before	After	Before	After
Yes	18.0% (9)	18.4% (9)	20.9% (9)	20.8% (10)	32.0% (16)	6.9% (2)	19.2% (10)	12.8% (6)	21.2% (11)	23.1% (12)	20.4% (10)	33.3% (8)	22.0% (65)	18.9% (47)
No	80.0% (40)	71.4% (35)	72.1% (31)	68.8% (33)	64.0% (32)	93.1% (27)	78.8% (41)	83.0% (39)	75.0% (39)	71.2% (37)	79.6% (39)	66.7% (16)	75.0% (222)	75.1% (187)
Other	2.0% (1)	10.2% (5)	7.0% (3)	10.4% (5)	4.0% (2)	0.0% (0)	1.9% (1)	4.3% (2)	3.8% (2)	5.8% (3)	0.0% (0)	0.0% (0)	3.0% (9)	6.0% (15)

* Not significant.

TABLE 33

Citizen Responses, Before and After Training,
to the Question,
"DID THE OFFICERS MAKE
ANY HELPFUL SUGGESTIONS
FOR SOLVING THE PROBLEM?"
(Percentage and Number)

Cities

Response	A		B		C		D		E		F		TOTAL *	
	Before	After	Before	After	Before	After	Before	After	Before	After	Before	After	Before	After
Yes	80.0% (40)	75.5% (37)	62.8% (27)	85.4% (41)	60.0% (30)	69.0% (20)	67.3% (35)	76.6% (36)	65.4% (34)	65.4% (34)	75.5% (37)	75.0% (18)	68.6% (203)	74.7% (186)
No	20.0% (10)	20.4% (10)	25.6% (11)	12.5% (6)	34.0% (17)	31.0% (9)	28.8% (15)	17.0% (8)	34.6% (18)	17.3% (9)	22.4% (11)	25.0% (6)	27.7% (82)	19.3% (48)
Other	0.0% (0)	4.1% (2)	11.6% (5)	2.1% (1)	6.0% (3)	0.0% (0)	3.8% (2)	6.4% (3)	0.0% (0)	17.3% (9)	2.0% (1)	0.0% (0)	3.7% (11)	6.0% (15)

* $\chi^2 = 6.24$, $p < .05$.

TABLE 34

Citizen Responses, Before and After Training,
to the Question,
"DID THEY (THE OFFICERS)
ADVISE YOU TO MAKE OUT A WARRANT?"
(Percentage and Number)

Cities

Response	A		B		C		D		E		F		TOTAL *	
	Before	After	Before	After	Before	After	Before	After	Before	After	Before	After	Before	After
Yes	38.0% (19)	18.4% (9)	46.5% (20)	22.9% (11)	30.0% (15)	31.0% (9)	13.5% (7)	31.9% (15)	32.7% (17)	17.3% (9)	36.7% (18)	8.3% (2)	32.4% (96)	22.1% (55)
No	60.0% (30)	73.5% (36)	51.2% (22)	68.8% (33)	60.0% (30)	69.0% (20)	76.9% (40)	66.0% (31)	67.3% (35)	61.5% (32)	61.2% (30)	91.7% (22)	63.2% (187)	69.9% (174)
Other	2.0% (1)	8.2% (4)	2.3% (1)	8.3% (4)	10.0% (5)	0.0% (0)	9.6% (5)	2.1% (1)	0.0% (0)	21.2% (11)	2.0% (1)	0.0% (0)	4.4% (13)	8.0% (20)

* $\chi^2 = 9.10$, $p < .025$.

CONTINUED

1 OF 4

TABLE 35

Citizen Responses, Before and After Training,
to the Question,
"DID THE OFFICERS STAY UNTIL
EVERYONE UNDERSTOOD WHAT THEY
WERE TO DO TO HELP SOLVE THE PROBLEM?"
(Percentage and Number)

Cities

Response	A		B		C		D		E		F		TOTAL*	
	Before	After	Before	After	Before	After	Before	After	Before	After	Before	After	Before	After
Yes	80.0% (40)	79.6% (39)	74.4% (32)	77.1% (37)	78.0% (39)	89.7% (26)	76.9% (40)	89.4% (42)	75.0% (39)	84.6% (44)	77.6% (38)	79.2% (19)	77.0% (228)	83.1% (207)
No	16.0% (8)	14.3% (7)	20.9% (9)	16.7% (8)	18.0% (9)	3.4% (1)	19.2% (10)	4.3% (2)	15.4% (8)	9.6% (5)	20.4% (10)	20.8% (5)	18.2% (54)	11.2% (28)
Other	4.0% (2)	6.1% (3)	4.7% (2)	6.3% (3)	4.0% (2)	6.9% (2)	3.8% (2)	6.4% (3)	9.6% (5)	5.8% (3)	2.0% (1)	0.0% (0)	4.7% (14)	5.6% (14)

* $\chi^2 = 5.24$, $p < .075$.

TABLE 36

Citizen Responses, Before and After Training,
to the Question,
"DID THEY GIVE YOU THE NAME
OF A PERSON OR PLACE TO CONTACT
THAT WOULD HELP YOU WITH THE PROBLEM?"
(Percentage and Number)

Cities

Response	A		B		C		D		E		F		TOTAL *	
	Before	After	Before	After	Before	After	Before	After	Before	After	Before	After	Before	After
Yes	50.0% (25)	75.5% (37)	30.2% (13)	45.8% (22)	30.0% (15)	27.6% (8)	32.7% (17)	27.7% (13)	32.7% (17)	21.2% (11)	53.1% (26)	50.0% (12)	38.2% (113)	41.4% (103)
No	50.0% (25)	22.4% (11)	65.1% (28)	39.6% (19)	62.0% (31)	72.4% (21)	55.8% (29)	66.0% (31)	65.4% (34)	57.7% (30)	46.9% (23)	50.0% (12)	57.4% (170)	49.8% (124)
Other	0.0% (0)	2.0% (1)	4.7% (2)	14.6% (7)	8.0% (4)	0.0% (0)	11.5% (6)	6.4% (3)	1.9% (1)	21.2% (11)	0.0% (0)	0.0% (0)	4.4% (13)	8.8% (22)

* $\chi^2 = 5.97$, $p < .075$.

TABLE 37

Citizen Responses, Before and After Training,
to the Question,
"WHEN THE OFFICERS LEFT,
DID THEY THREATEN TO HAVE YOU
ARRESTED IF THEY WERE CALLED BACK?"
(Percentage and Number)

Cities

Response	A		B		C		D		E		F		TOTAL *	
	Before	After	Before	After	Before	After	Before	After	Before	After	Before	After	Before	After
Yes	16.0% (8)	12.2% (6)	16.3% (7)	10.4% (5)	16.0% (8)	6.9% (2)	11.5% (6)	2.1% (1)	19.2% (10)	9.6% (5)	14.3% (7)	4.2% (1)	15.5% (46)	8.0% (20)
No	82.0% (41)	85.7% (42)	79.1% (34)	85.4% (41)	74.0% (37)	93.1% (27)	82.7% (43)	97.9% (46)	80.8% (42)	84.6% (44)	85.7% (42)	91.7% (22)	80.7% (239)	89.2% (222)
Other	2.0% (1)	2.0% (1)	4.7% (2)	4.2% (2)	10.0% (5)	0.0% (0)	5.8% (3)	0.0% (0)	0.0% (0)	5.8% (3)	0.0% (0)	4.2% (1)	3.7% (11)	2.8% (7)

* $\chi^2 = 7.76$, $p < .025$.

Tables 27 through 37 show increases in the attempts of officers, following training, to resolve the problems underlying the family crises in which they intervened. Only Table 32 does not show statistically significant increases across cities.

Summary of Findings for Goal 3

Several conclusions can be drawn from an examination of Tables 8 through 37 which address evaluation questions A through D of Goal 3:

- According to the citizens interviewed, the intervention behavior of most police officers, prior to training, was quite professional. Only a small percentage of citizens (rarely more than 25%) in the "before" sample responded negatively to questions about officers who had visited their homes in response to a disturbance call.
- Despite the high level of professionalism of officers prior to training, almost all the citizen survey questions revealed an improvement in officer behavior following training.
- The greatest improvements appeared in the areas of information-gathering and of attempts to resolve problems underlying disputes.

Goal 4: Reducing family-related crimes

Question A: Reduction in the number of arrests for family-related assaults

Figures 1-6 show the distribution of arrests for the total number of assaults and family-connected assaults for a number of months prior to and subsequent to the beginning of training in each of the six cities.⁴ Tables I-1 through I-6 in Appendix I present the corresponding totals for each of these months.

⁴ City E was unable to provide arrest data beyond March, 1975.

No statistically significant differences were found between the number of arrests for family-connected assaults before and after training. In City C, City D, and City F the proportion of family-connected assaults to total assaults shows a decrease during the months after the FCI training, while the proportion increases after training in City A and City B.

Trend lines for total and family-connected assaults, before and after training, were determined according to the least squares criterion, and are plotted against the actual frequencies in Figures 1 through 6. The cities varied in the patterns and relative changes in trends, but none of the changes in slope are significantly different before and after training. Continued data collection is necessary in order to detect reliable trends.

CITY A

Total and Family-Connected Arrests For Assaults, Before and After Training

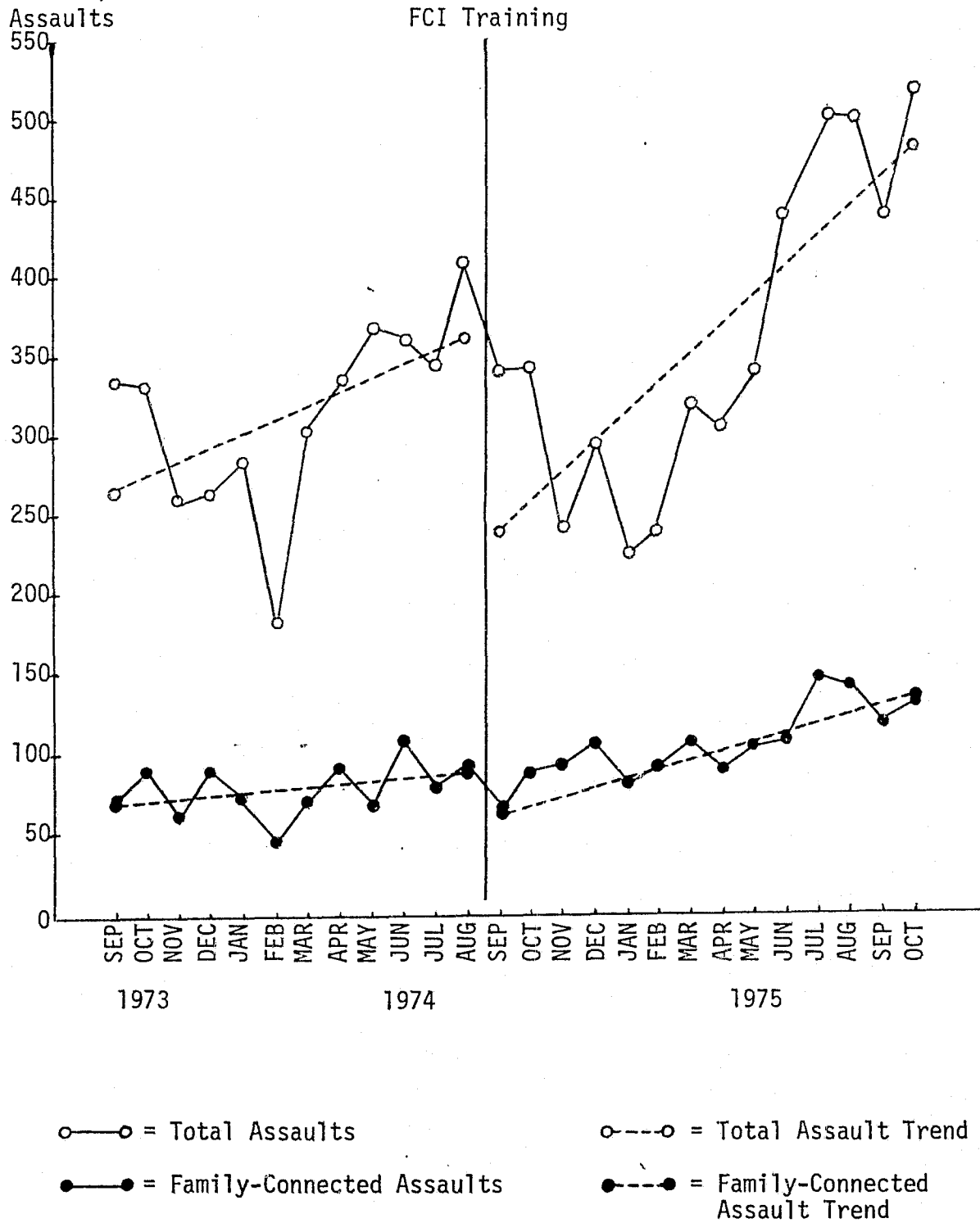


Figure 1

CITY B

Total and Family-Connected Arrests For Assaults, Before and After Training

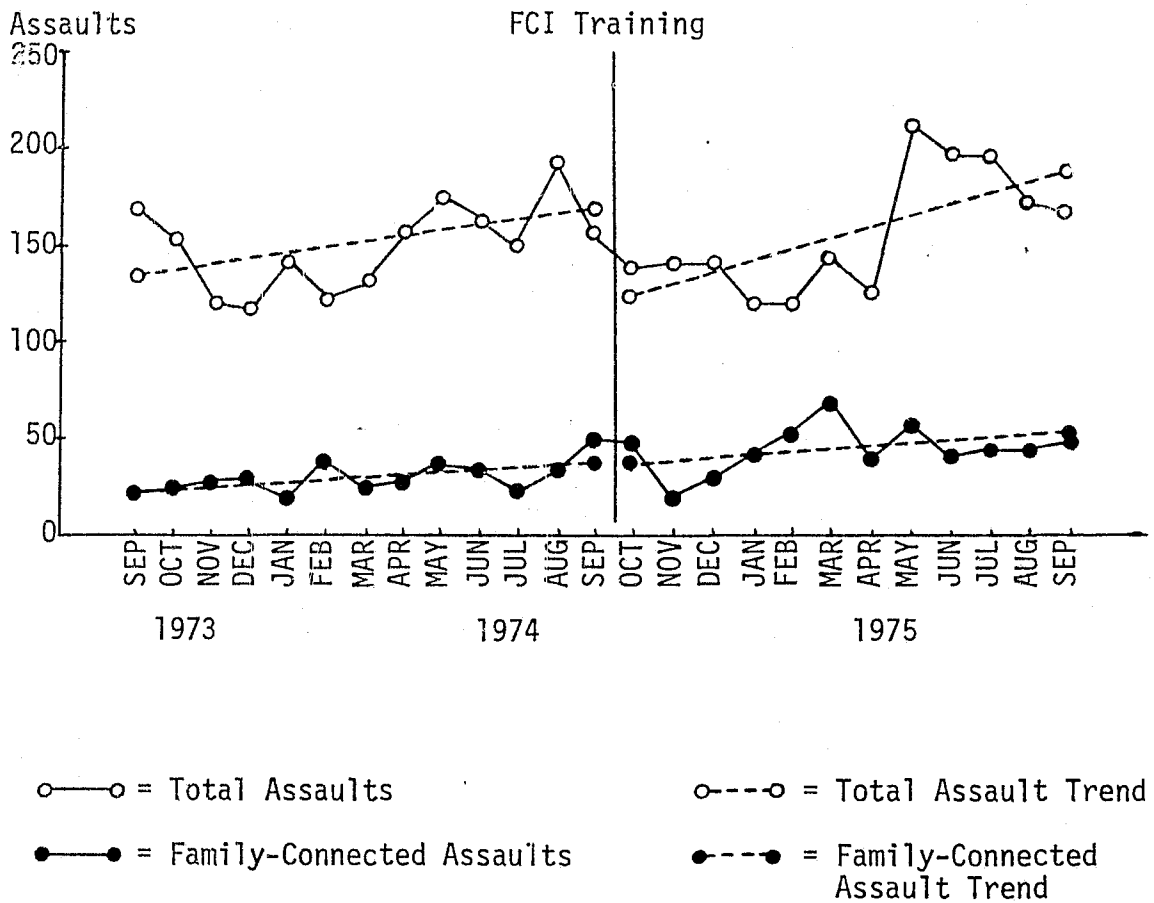


Figure 2

CITY C

Total and Family-Connected Arrests For Assaults, Before and After Training

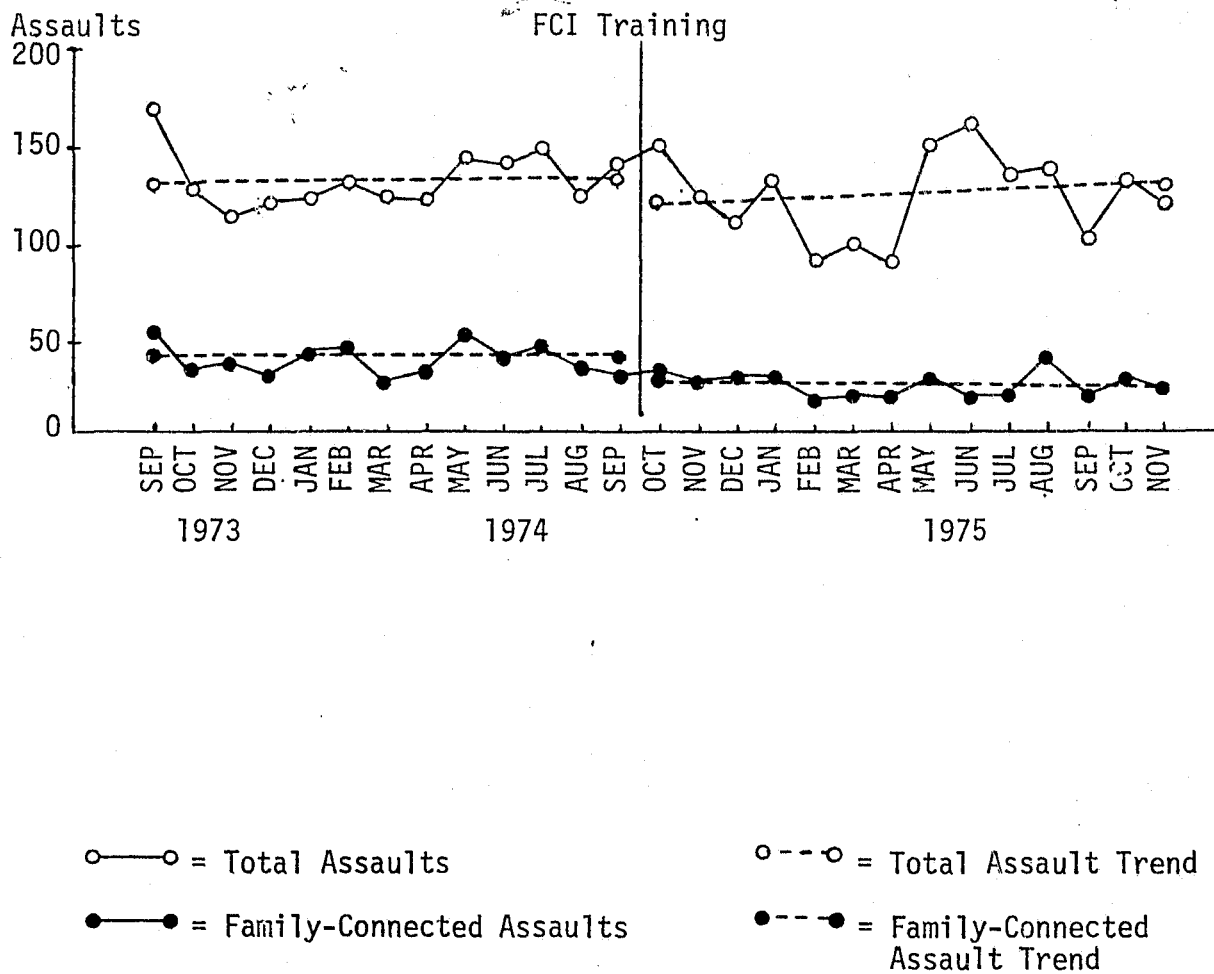


Figure 3

CITY D

Total and Family-Connected Arrests For Assaults, Before and After Training

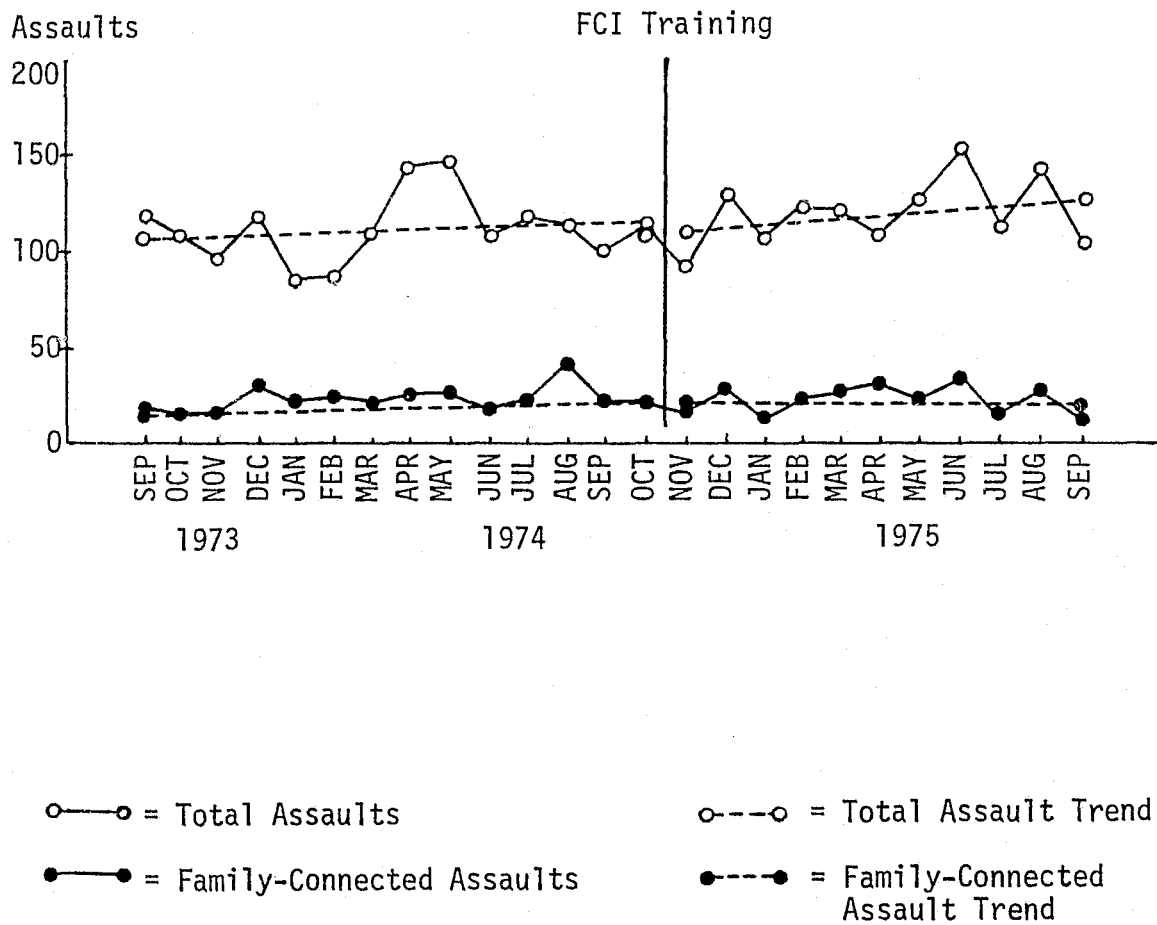


FIGURE 4

CITY E

Total and Family-Connected Arrests For Assaults, Before and After Training

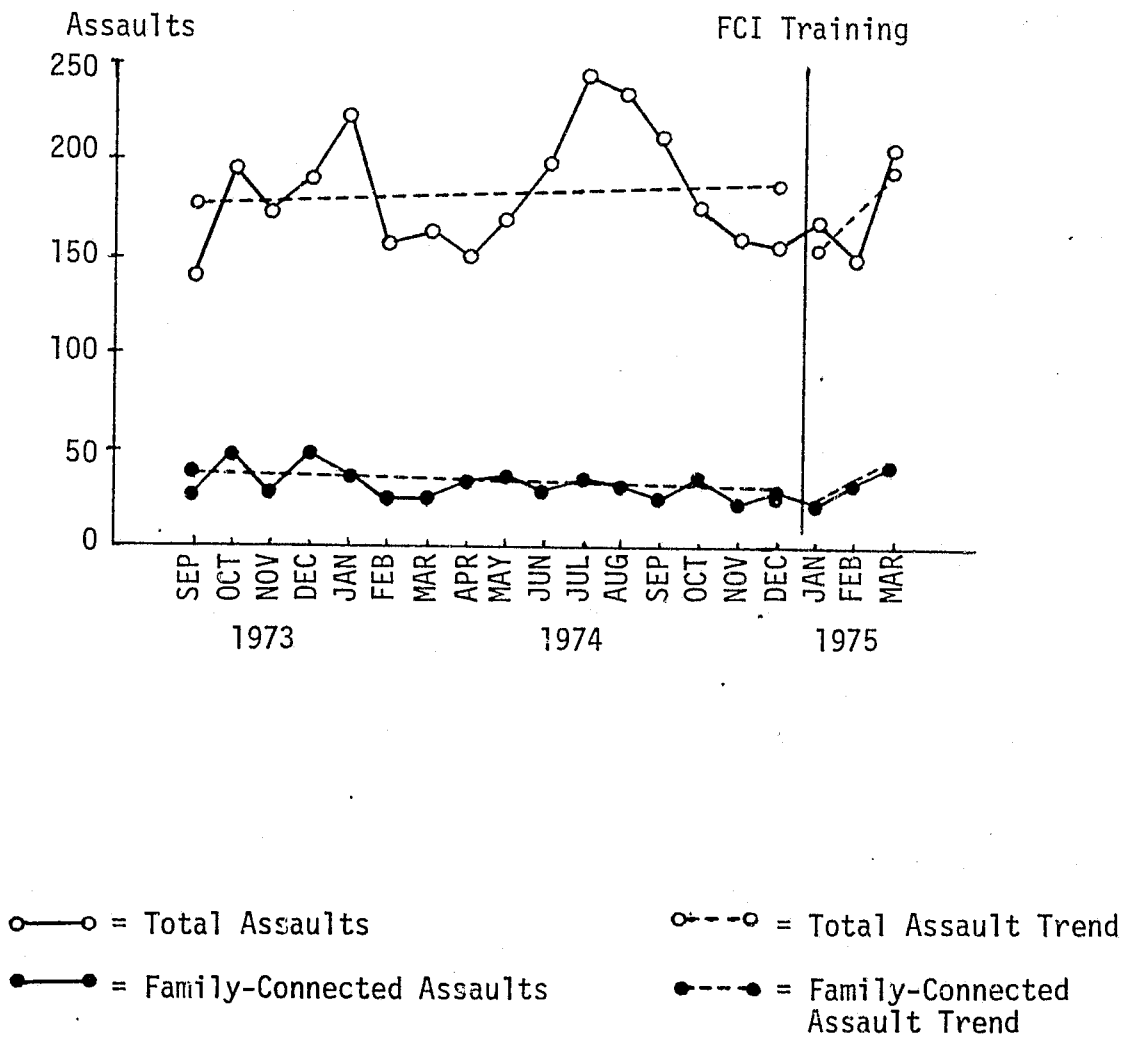
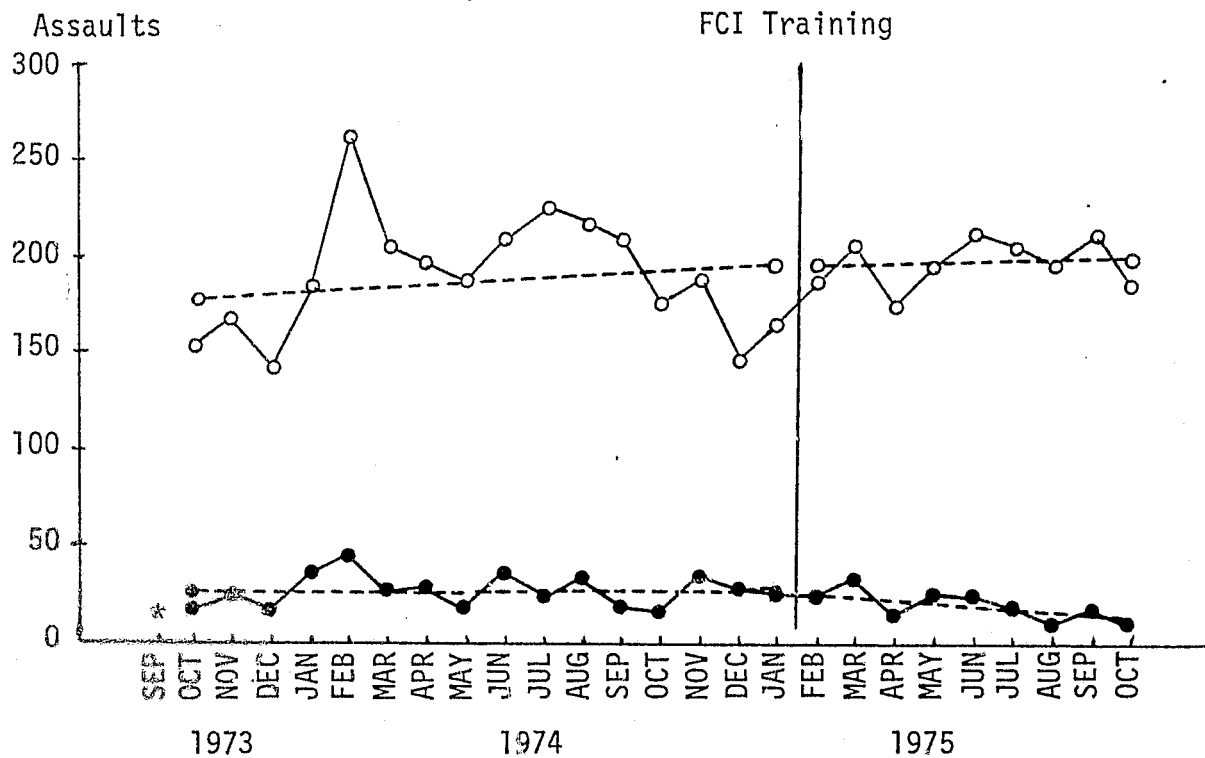


Figure 5

CITY F

Total and Family-Connected Arrests. For Assaults, Before and After Training



*Data not available.

○—○ = Total Assaults

○---○ = Total Assault Trend

●—● = Family-Connected Assaults

●---● = Family-Connected Assault Trend

Figure 6

Question B: Reduction in the number of
family-related homicides

In only two of the cities (E and F) was there a sufficient number of homicides per month to justify a graphical "before and after" presentation. (The interested reader is referred to Tables 1 through 6 of Appendix I for monthly homicide totals in all six cities.)

Only in City F were there sufficient data to provide a meaningful before- and after-training comparison. It appears that the training program had no effect (at least for the nine-month period following training) on the incidence of family-connected homicides.

CITY E

Total and Family-Connected Homicides, Before and After Training

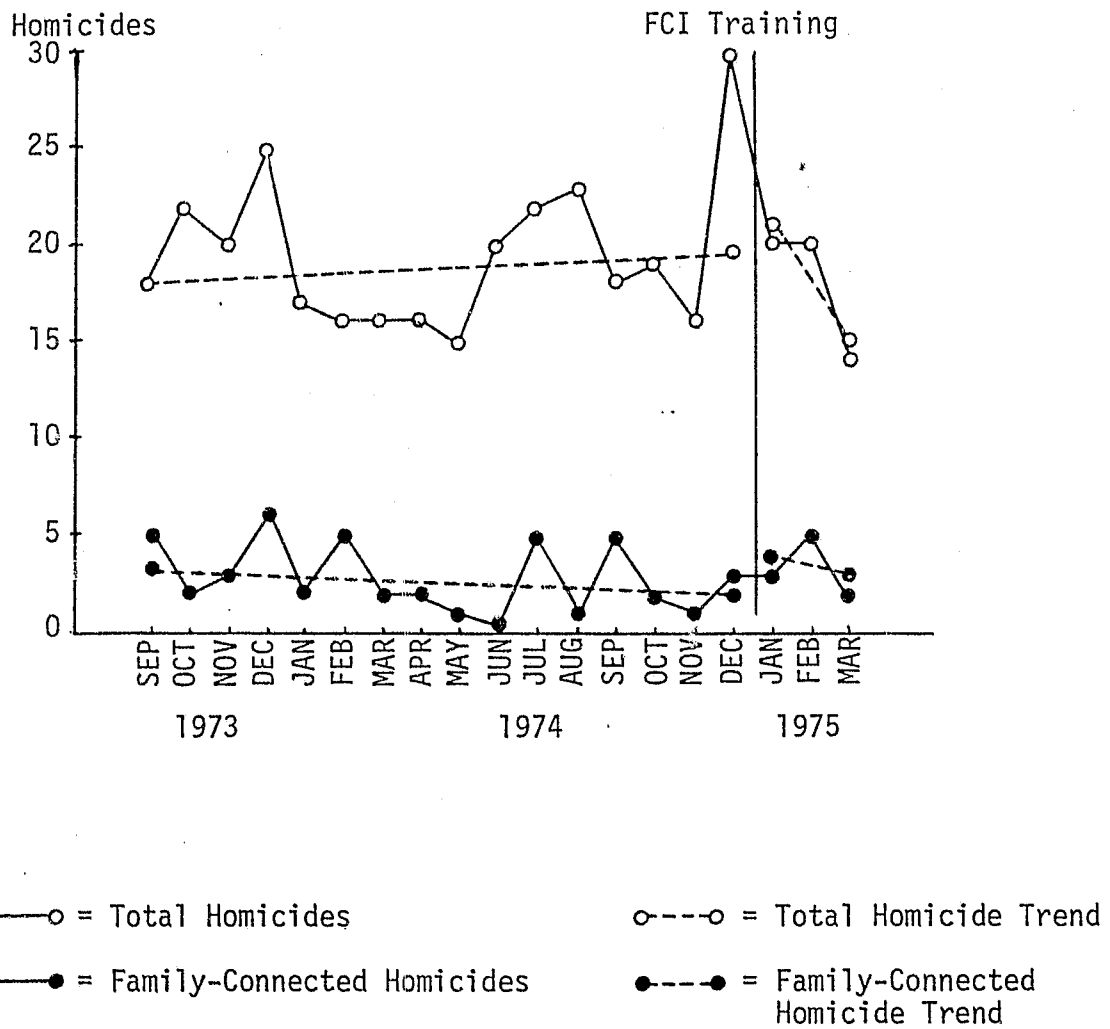


Figure 7

CITY F

Total and Family-Connected Homicides, Before and After Training

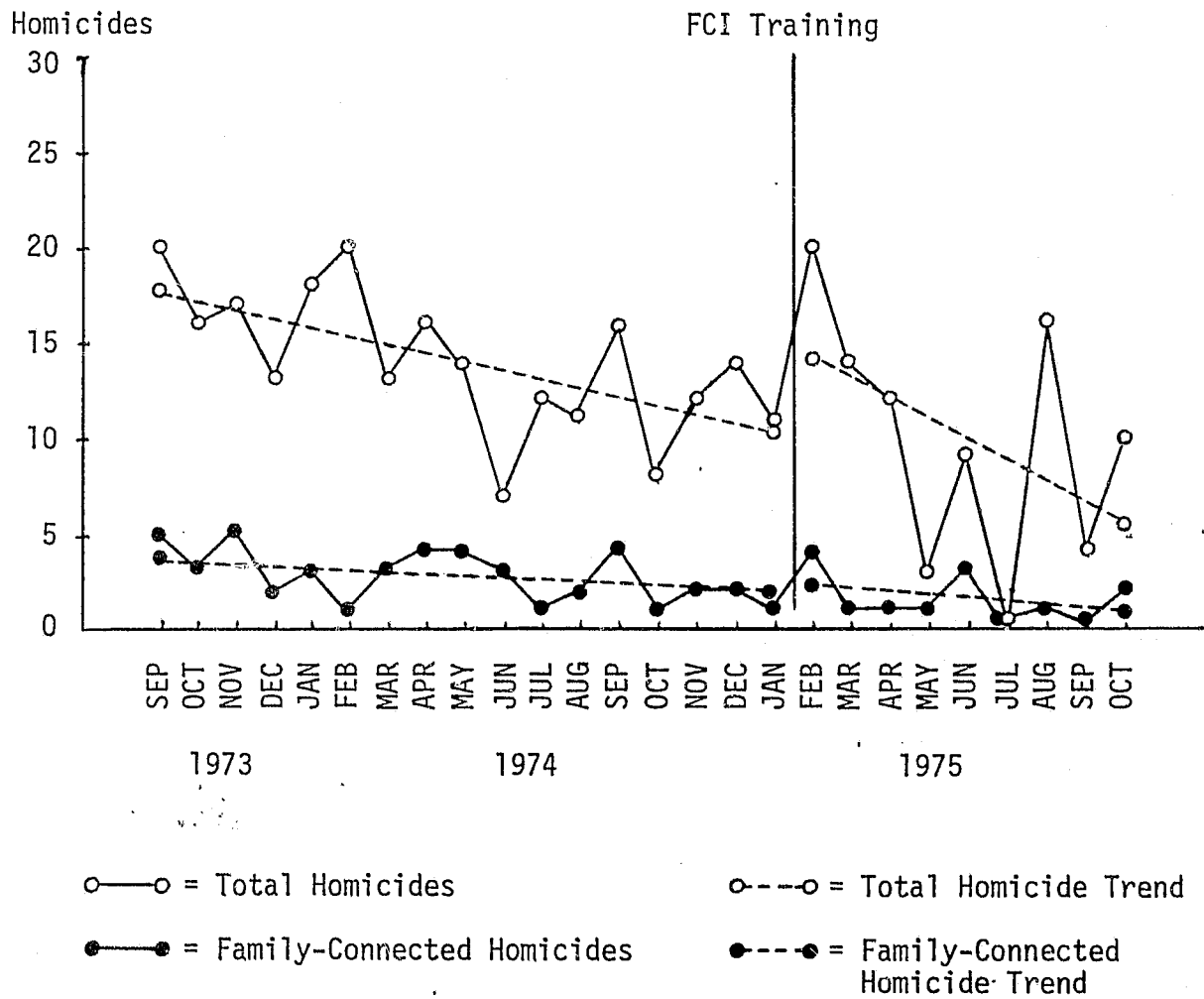


Figure 8

Question C: Reduction in number of
family-connected injuries to
police officers

Data on the number of family-connected injuries to police officers, before and after training, were available in only three cities (A, B, and C). These data are presented in Tables 1 through 6 of Appendix I.

It appears that the program had no appreciable effect on the frequency of these types of injuries following training.

CITY A

Total and Family-Connected Injuries To Police Officers, Before and After Training

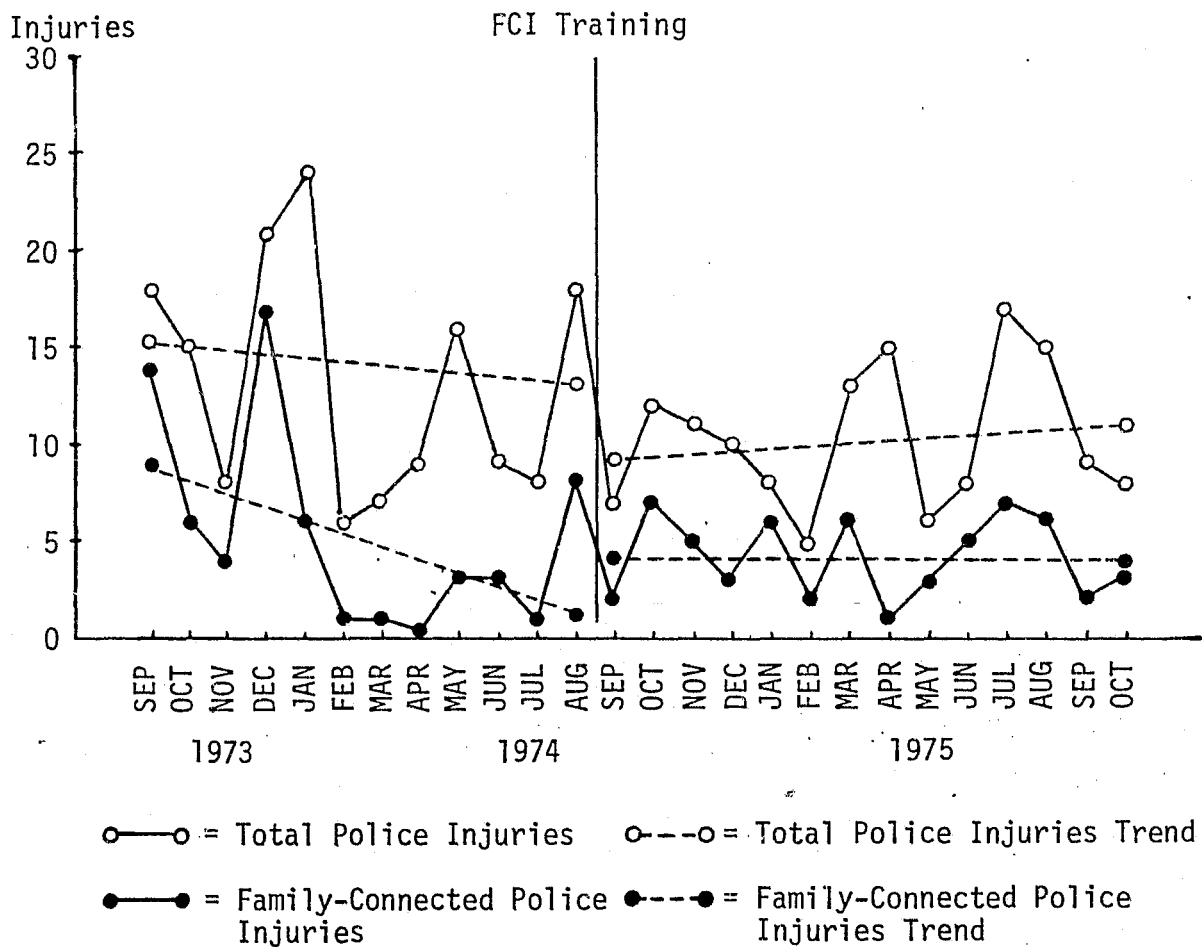


Figure 9

CITY B

Total and Family-Connected Injuries To Police Officers, Before and After Training

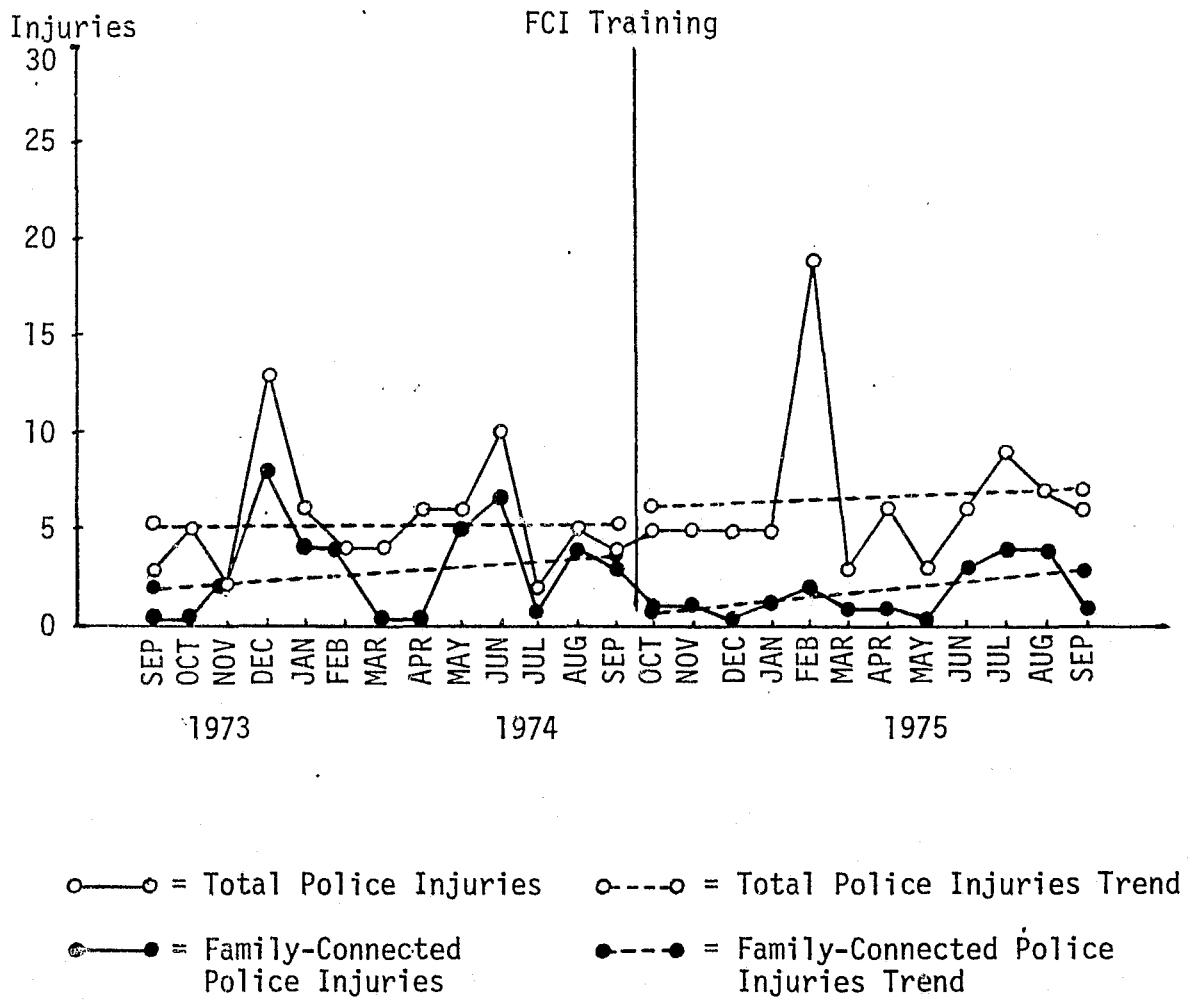


Figure 10

CITY C

Total and Family-Connected Injuries To Police Officers, Before and After Training

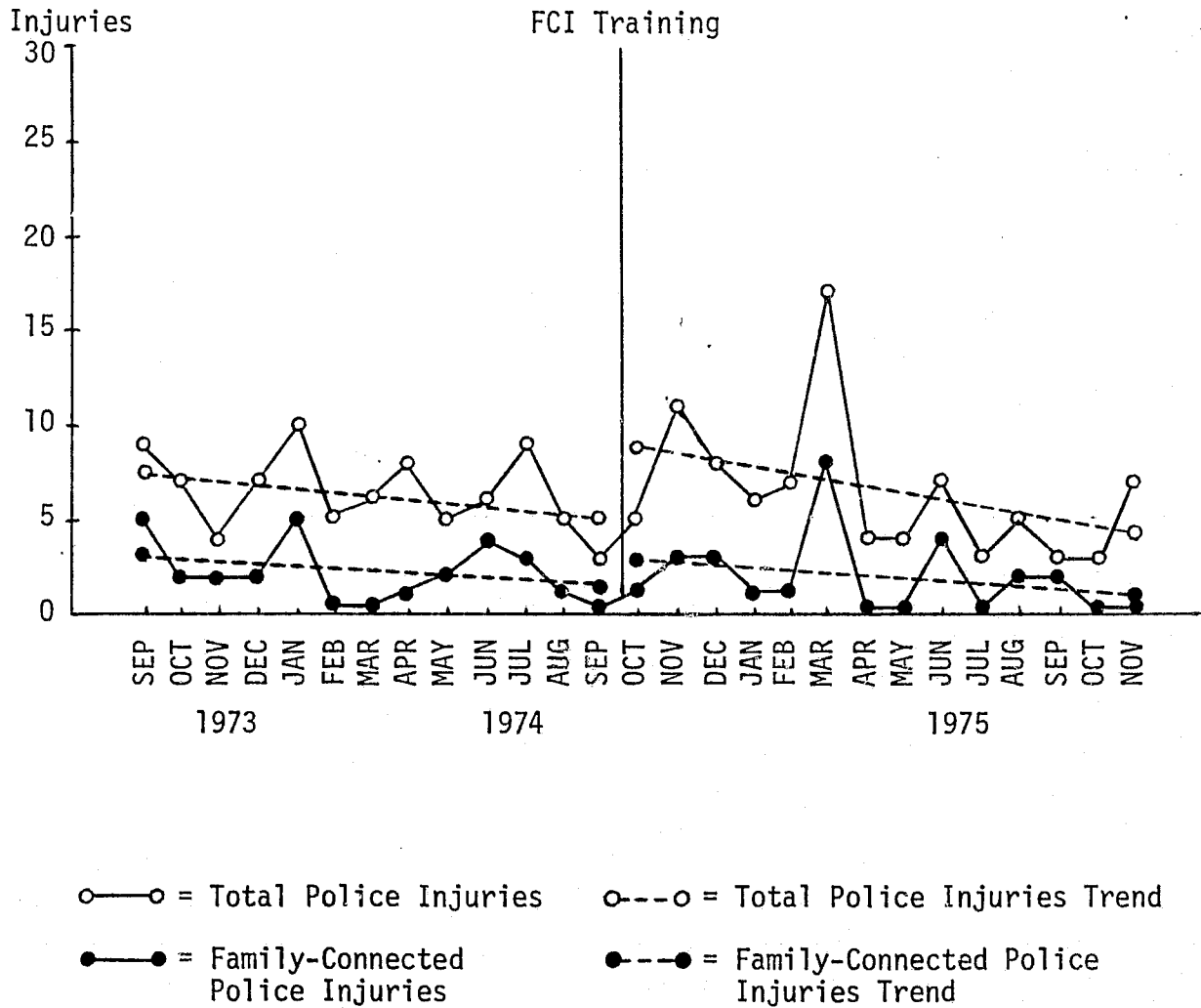


Figure 11

Question D: Reduction in law enforcement costs
associated with arrests for family-
related crimes

As indicated in the chapter on methodology, it has been estimated that approximately seven hours of a patrol officer's time is required to process an arrest. The increase or decrease in law enforcement costs of arrests for family-related crimes can be computed by multiplying the number of arrests (for comparable time periods before and after training) by seven times the average hourly rate for patrol officers in each of the six cities.

Translated into economic realities, one hour of an officer's time costs a city somewhere around \$7, including fringe benefits and overtime possibilities as well as his salary. In processing an arrest, two officers may spend two hours in the initial booking of the arrestee, often after their regular duty hours, and another hour in a subsequent court appearance, for an average total of seven paid hours for each arrest. Thus each arrest costs the city nearly \$50, just in officer time. Arrests for assaults in the six cities varied from 86 to 516 per month, and average at 184 each month. Of these, from 8% to 22% have resulted from family disputes. For the purposes of example, assume that 15%, or 28, of the 184 arrests for assaults each month are family-connected; thus \$1400 is spent by the city for an officer's time on a family-connected assault each month, and \$16,800 each year. Throughout the country, the number of arrests and the costs involved are increasing steadily.

The data collected do not show any decrease in the number of arrests for assaults, total or family-connected after training; that is, the trend line is still going up. But the level of the line seems to be

somewhat lower after training, indicating that in a few cases, officers have learned effective alternatives to arrest, such as defusing, mediation, and referral. The difference in frequency of arrest is not statistically significant. The difference in cost is impressive. If arrests for assault average only five fewer each month, a city's cost is \$3000 less each year. More exact figures would require continued data collection.

Summary of Part I Results

Part I of this chapter has presented data to answer specific research questions derived from the following major program goals:

1. Effect a positive attitude among officer trainees toward their roles as interveners in family disputes.
2. Effect a positive opinion among officer trainees toward the utility of the training they receive.
3. Increase the use of effective crisis intervention techniques among officer trainees.
4. Reduce family-related crimes.

These data point strongly to the fact that all of the programs had a positive impact on (a) officers' attitudes towards their roles as crisis interveners in family disputes, (b) officers' opinions of the usefulness of the training they received, and (c) officers' behavior on actual family dispute calls.

Although the effect of the six programs on family-related crimes at this time appears less pronounced than in the above three areas, there is evidence to indicate a decreasing trend in the proportion of family-related crimes to all crimes. Collection and reporting of these crime data should be continued for at least another 18 months beyond the last month shown in Figure 1 through 11, in order to establish reliable trends.

Part II: Overall Evaluation Results

As mentioned in the chapter introduction, this section describes the results of research (conducted during the course of the overall evaluation) which may be useful in the development of future police training programs in crisis intervention. These results summarize analyses of data collected from the Family Disturbance Reports and the Police Participant Questionnaire.

Family Disturbance Reports

A total of 790 Family Disturbance Report Forms from all six cities were used in the analysis. These forms constitute police officer descriptions of domestic quarrels among 1640 disputants.

The following are some basic facts about the nature of these disputes:

1. Almost 78% of the disputes occurred in the evening or early morning hours.
2. 83% of the disputes occurred between two people. Very few disputes involved more than three people.
3. 67.2% of the disputes occurred among people who were under 40.
4. The number of disputants was divided evenly by sex.
5. 86% of the disputes were between males and females.
6. 48.3% of the disputants were white.
7. 95% of the disputes occurred among people of similar race.
8. In only 9% of the disputes was a knife or firearm involved.
9. In 41.5% of the disputes children under the age of 16 were present.

Perhaps one of the most interesting aspects of analysis of the reports was the incidence of alcohol use among disputants. Despite the popularly held belief that most family quarrels involve alcohol abuse, in only 37% of all the disputes was one or more disputants reported to have been impaired by alcohol. The following are some interesting facts about the disputes which involved drinking:

1. Relationship of Drinking to Age. Table 38 shows a definite relationship between the incidence of drinking and age. Especially interesting is the steady rise in the rate (i.e., the percentage within age groups) of drinking among disputants up until the age of 39.

TABLE 38

Percentage and Number of Disputants,
per Age Group, Who were Impaired by Alcohol

Age Group	Impaired by Alcohol	Not Impaired by Alcohol	Total Number
9-17	8.5% (7)	91.5% (75)	82
18-21	14.6% (26)	85.4% (152)	178
22-25	13.3% (22)	86.7% (143)	165
26-29	19.7% (29)	80.3% (118)	147
30-34	26.2% (50)	73.8% (141)	191
35-39	38.7% (48)	61.3% (76)	124
40-44	37.1% (53)	62.9% (90)	143
45 +	36.9% (101)	63.1% (173)	274

2. Alcohol Impairment of Those Who Called Police. Despite the fact that 37% of all disputes involved at least one person who was impaired by alcohol, only 17.4% of the persons who actually called the police were reported to have been drinking heavily.
3. Sex of Disputant and Drinking Behavior. More than twice as many male disputants (36.0%) were reported to have been impaired by alcohol as were female disputants (16.5%).
4. Race and Drinking Behavior. Approximately a third (33%) of the white disputants were reported to have been drinking, while only 18% of the non-white disputants were impaired by alcohol.
5. Use of Weapons and Alcohol. There was no relationship between the involvement of weapons in disputes and the use of alcohol. Of those disputes in which at least one disputant was impaired by alcohol, only 7.6% involved the use of a weapon. In those disputes where no one was drinking, only 8.7% involved the use of a weapon.

None of the findings from the analysis of the family disturbance data is particularly surprising, with the possible exception of the lower-than-anticipated incidence of alcohol abuse, especially among non-white disputants.

The overall evaluation plan has provided a unique opportunity to collect a large sample of police officer reports of family disturbances from diverse areas. Analysis of these reports have provided some useful information about the general nature of family disputes, at least in the eastern half of the United States. However, because of the understandable resistance of police officers to filling out extended report forms, descriptions of the disputants and the circumstances which surrounded their quarrels are necessarily incomplete. Further in-depth investigations of the nature of family disputes is warranted. These investigations would

provide a means to the development of training programs which will better prepare police officers to deal with the varieties of people and situations involved in the full range of family disputes.

Police Participant Questionnaire

In the beginning of this chapter the data from the Police Participant Questionnaire were presented by city. The following results are based on an analysis of these data by officer background variables without regard to city. Only comparisons that were statistically significant are reported.

Tables 39 through 43 indicate that the attitudes of trainees towards the programs were highly related to their perceptions of the attitudes of their supervisors toward FCI training.⁶ For example, notice in Table 39 that almost 40% of the officers whose supervisors were perceived to be negative towards the program felt that intervening in domestic disputes was less important than their other duties. However, only 16% of the officers whose supervisors were positive towards the program felt similarly. Further notice in Table 43 that almost 90% of the officers who believed that their supervisors were positive towards the program felt positively about the training after using it. Of those officers whose supervisors seem to feel negatively toward the program, fewer than 66% felt positively about the training after having tried it.

⁶ Measures of the officer's supervisors' attitudes toward training are based on responses to the question, "How do you think your supervisors feel about your participation in this program?"

TABLE 39

Police Officer Responses,
by Supervisors' Attitude Toward Training,
to the Question,
"HOW IMPORTANT DO YOU BELIEVE
INTERVENING IN FAMILY DISPUTES IS,
COMPARED TO YOUR OTHER DUTIES?"
(Percentage and Number)

Response Alternatives	Supervisors' Attitudes Toward the Training			
	Positive	Mixed	Negative	Don't Know
Most Important	13.0% (13)	27.5% (11)	9.3% (4)	7.1% (7)
Same As Any Other Duty	71.0% (71)	52.5% (21)	51.2% (22)	66.6% (66)
Less Important	16.0% (16)	20.0% (8)	39.5% (17)	26.3% (26)
Totals	100	40	43	99

TABLE 40

Police Officer Responses,
by Supervisors' Attitude Toward Training,
to the Question,
"HOW DO YOU THINK OTHER OFFICERS ON THE FORCE
FEEL ABOUT (POLICE OFFICERS INTERVENING
IN FAMILY DISPUTES)?"
(Percentage and Number)

Response Alternatives	Supervisors' Attitudes Toward the Training			
	Positive	Mixed	Negative	Don't Know
Very Important	41.1% (39)	26.3% (10)	19.5% (8)	26.8% (22)
Don't Like To But Have To	46.3% (44)	44.7% (17)	48.8% (20)	53.7% (44)
Should Not	12.6% (12)	28.9% (11)	31.7% (13)	19.5% (16)
Totals	95	38	41	82

TABLE 41

Police Officer Responses,
by Supervisors' Attitude Toward Training,
to the Question,
"DO YOU FEEL THE TRAINING YOU ARE
RECEIVING NOW IN THE FAMILY CRISIS
INTERVENTION PROGRAM WILL HELP
YOU DEAL BETTER WITH FAMILY DISPUTES?"
(Percentage and Number)

Response Alternatives	Supervisors' Attitudes Toward the Training			
	Positive	Mixed	Negative	Don't Know
Yes	95.0% (96)	77.5% (31)	72.1% (31)	77.3% (75)
Maybe	3.0% (3)	15.0% (6)	4.7% (2)	12.4% (12)
No	2.0% (2)	7.5% (3)	23.3% (10)	10.3% (10)
Totals	101	40	43	97

TABLE 42

Police Officer Responses,
by Supervisors' Attitude Toward Training,
to the Question,
"DO YOU FEEL IT (THE TRAINING)
WILL HELP YOU WITH YOUR OTHER
POLICE DUTIES?"
(Percentage and Number)

Response Alternatives	Supervisors' Attitudes Toward the Training			
	Positive	Mixed	Negative	Don't Know
Yes	89.1% (90)	74.4% (29)	55.8% (24)	71.7% (71)
Maybe	7.9% (8)	12.8% (5)	11.6% (5)	7.1% (7)
No	3.0% (3)	12.8% (5)	32.6% (14)	21.2% (21)
Totals	101	39	43	99

TABLE 43

Police Officer Responses,
by Supervisors' Attitude Toward Training,
to the Question,
"HOW DO YOU FEEL ABOUT THE FCI TRAINING
AS A RESULT OF USING IT?"
(Percentage and Number)

Response Alternatives	Supervisors' Attitudes Toward the Training			
	Positive	Mixed	Negative	Don't Know
Positive	89.3% (75)	89.7% (30)	65.8% (25)	67.1% (53)
Mixed	10.7% (9)	8.6% (3)	23.7% (9)	22.8% (18)
Negative	0.0% (0)	5.7% (2)	10.5% (4)	10.1% (8)
Totals	84	35	38	79

Tables 44 and 45 indicate some relationship between officer attitude toward the training and age. For example, 83.3% of the officers between the ages of 29 and 33 felt that the training would help them in their other duties. However, fewer than 69% of those officers under 26 felt that the training would be useful in other areas.

TABLE 44

Police Officer Responses, by Age,
to the Question,
"DO YOU FEEL IT (THE TRAINING)
WILL HELP YOU WITH YOUR
OTHER POLICE DUTIES?"
(Percentage and Number)

Response Alternatives	Age			
	Less than 26 Years	26-28 Years	29-33 Years	34 + Years
Yes	68.8% (44)	72.7% (48)	83.3% (65)	78.4% (58)
Maybe	7.8% (5)	9.1% (6)	3.8% (3)	14.9% (11)
No	23.4% (15)	18.2% (12)	12.8% (10)	6.8% (5)
Totals	64	66	78	74

TABLE 45

Police Officer Responses, by Age,
to the Question,
"HOW DO YOU FEEL ABOUT THE FCI TRAINING
AS A RESULT OF USING IT?"
(Percentage and Number)

Response Alternatives	Age			
	Less than 26 Years	26-28 Years	29-33 Years	34 + Years
Positive	70.2% (40)	76.8% (43)	82.4% (56)	81.8% (45)
Mixed	14.0% (8)	21.4% (12)	16.2% (11)	12.7% (7)
Negative	15.8% (9)	1.8% (1)	1.4% (1)	5.5% (3)
Totals	57	56	68	55

Tables 46 through 51 show some relationship between officers' attitudes towards the training and the variables of education, rank, police experience of family members, job-related injuries, and physical size. Perhaps the most interesting of these relationships is displayed in Table 51. Notice that over 90% of the officers who weighed less than 172 pounds felt that the training would help them in dealing with family disputes. Fewer than 79% of the officers who weighed more than 195 pounds felt that the training would be useful in handling family quarrels.

TABLE 46

Police Officer Responses, by Whether or Not
They Planned to Earn a College Degree,
to the Question,
"HOW DO YOU FEEL ABOUT THE FCI TRAINING
AS A RESULT OF USING IT?"
(Percentage and Number)

Response Alternative	Plan to Earn College Degree	
	Yes	No
Positive	81.3% (130)	59.5% (25)
Mixed	13.1% (21)	28.6% (12)
Negative	5.6% (9)	11.9% (5)
Totals	160	42

TABLE 47

Police Officer Responses,
by Educational Level, to the Question,
HOW MUCH CONSIDERATION DO YOU FEEL
THE DEPARTMENT SHOULD GIVE TO
HIS (POLICE OFFICER'S) RECORD IN DEALING
WITH FAMILY DISPUTES?"
(Percentage and Number)

Response Alternatives	Educational Level	
	12 Years or Less	More Than 12 Years
A Lot	13.3% (13)	18.1% (33)
Some	65.3% (64)	71.4% (130)
None	21.4% (21)	10.5% (19)
Totals	98	182

TABLE 48

Police Officer Responses, by Rank,
to the Question,
"HOW IMPORTANT DO YOU BELIEVE INTERVENING
IN FAMILY DISPUTES IS, COMPARED TO
YOUR OTHER DUTIES?"
(Percentage and Number)

Response Alternatives	Rank	
	Patrolmen	Sergeants
Most Important	12.3% (29)	18.4% (7)
Same as Any Other Duty	60.6% (143)	76.3% (29)
Less Important	27.1% (64)	5.3% (2)
Totals	236	38

TABLE 49

Police Officer Responses,
by Whether or Not Members of their Families
had been Police Officers, to the Question,
"DO YOU FEEL THE TRAINING YOU ARE
RECEIVING NOW IN THE FAMILY CRISIS
INTERVENTION PROGRAM WILL HELP YOU DEAL BETTER WITH
FAMILY DISPUTES?"
(Percentage and Number)

Response Alternatives	Other Family Members Who Were Police Officers	
	No	Yes
Yes	78.9% (135)	90.1% (100)
Maybe	8.8% (15)	6.3% (7)
No	12.3% (21)	3.6% (4)
Totals	171	111

TABLE 50

Police Officer Responses,
by Source of Wound or Assault,
to the Question,
"HOW IMPORTANT DO YOU BELIEVE INTERVENING
IN FAMILY DISPUTES IS, COMPARED TO
YOUR OTHER DUTIES?"
(Percentage and Number)

Response Alternatives	Source of Wound or Assault		
	No Wounds or Assaults	Not Family- Connected	Family- Connected
Most Important	9.1% (8)	13.6% (18)	16.9% (11)
Same As Any Other Duty	67.0% (59)	56.1% (74)	73.8% (48)
Less Important	23.9% (21)	30.3% (40)	9.3% (6)
Totals	88	132	65

TABLE 51

Police Officer Responses,
by Body Weight, to the Question,
"DO YOU FEEL THE TRAINING YOU ARE
RECEIVING NOW IN THE FAMILY CRISIS
INTERVENTION PROGRAM WILL HELP YOU
DEAL BETTER WITH FAMILY DISPUTES?"
(Percentage and Number)

Response Alternatives	Body Weight		
	Less Than 172 lbs.	175-190 lbs.	195 + lbs.
Yes	91.4% (85)	80.2% (77)	78.5% (73)
Maybe	4.3% (4)	6.3% (6)	12.9% (12)
No	4.3% (4)	13.5% (13)	8.6% (8)
Totals	93	96	93

Of all the results from the overall analysis of the Police Participant Questionnaire data, one fact strongly emerges: there is a very definite relationship between the attitudes of officers towards the crisis intervention training program and the perceived attitudes of their supervisors toward the program. There are several alternative hypotheses that would be supported by these data. The most appealing is that the attitudes of the officers are influenced by attitudes of their supervisors. If it could be assumed that officers have a valid perception of their supervisors' attitudes, this hypothesis would be accepted as a tenable explanation. But since officers did not agree in their descriptions of supervisors' feelings (within cities), this portion of the evaluation would require replication in order to obtain reliable support for this hypothesis.

Even if it were assumed that officers' perceptions of their supervisors' attitudes are accurate, a second hypothesis could also be offered: attitudes of officers influence the attitudes of their supervisors. Again, because the initial assumption is not supported, the hypothesis must be rejected.

The most parsimonious explanation, considering the source of the data, is that officers tend to attribute to their supervisors attitudes similar to their own attitudes. This is the only acceptable hypothesis. It may safely be inferred that the officers want to agree with their supervisors.

A clear implication of these results is that the success of future crisis intervention programs depends in part on the degree to which supervisory personnel (i.e.; sergeants, lieutenants, captains) are convinced by the program designers and implementers that the training is a worthwhile endeavor, and on the extent to which they communicate their support of the training to their subordinates.

Program Variables and Attitude Of Officers

Two of the major goals of the FCI training deal with effecting positive attitudes and opinions toward the program among participants. The results, discussed in Part I, were encouragingly positive, but noticeable differences were obtained among the cities. It has been stated several times in this report that program variables, such as training orientation, implementation procedures, and operational factors, should prove helpful in explaining or predicting program success.

A discussion of "program success" is a risky proposition at best, and an attempt to explain success complicates the issue further. Such measures as crime statistics and observations of officers behavior may be attributed to a wide variety of factors, including differences among cities and among situations in which behavior is observed. Statements of personal attitudes and documentation of program variables are somewhat more reliable, and seem to be less contaminated by extraneous variables. For these reasons, only the attitudinal variables from the PPQ and the documented program variables were used in the analysis to predict success in attaining stated goals.

The PPQ items used are those discussed in Goal 1 and Goal 2, in Part I of this chapter. They are:

1. "There is some controversy about whether or not police officers should be called upon to intervene in family disputes. How do you feel about this issue?"
2. "How do you think the other officers on the force feel about this issue?"
3. "How important do you believe intervening in family disputes is, compared to your other duties?"
4. "How much consideration do you feel the department should give to his (police officer's) record in dealing with family disputes?"

5. "Do you feel the training you are receiving now in the family crisis intervention program will help you deal better with family disputes?"
6. "Do you feel it (the training) will help you with your other police duties?"
7. "How do you feel about the training as a result of using it?"

The program variables used as predictors were discussed in the chapter on program description; they are:

1. Delays in start of training
2. Selection of trainers
3. Introduction to patrol officers
4. Scheduling
5. Local factors which affected program development and implementation
6. Differences among programs
7. Referral systems

The cities were ranked from one to six on each of the seven attitudinal variables, based on the percent of favorable or positive responses. They were also ranked from one to six on each of the program (predictor) variables, based on the degree to which the city presented a stable, efficient, and well-supported program. Rank order correlations of each attitudinal variable with each program variable were computed. These correlations were averaged across the attitudinal variables for each predictor, to yield figures indicating the average predictive value of each of the seven program variables. Correlations were also averaged across program variables to yield a predictability index for each attitudinal variable. The correlations among variables and the mean correlations are presented in Table 52.

TABLE 52

Correlations Between Attitudinal Variables
and Program Variables, Across Cities

Program Variables ^a	Attitudinal Variables ^a							Mean Correlation (Predictive Value)
	1	2	3	4	5	6	7	
1	.329	.100	.486	.657	.371	.429	.429	.400
2	.529	-.386	.714	.657	.600	.543	.771	.490
3	.757	.357	.771	.943**	.371	.829*	.714	.678
4	.071	-.214	.371	-.086	.657	.486	.429	.245
5	.929**	.071	1.000**	.829*	.829*	.943**	.943**	.792
6	.457	.371	.386	.129	.700	.243	.129	.345
7	.671	-.300	.886**	.600	.829*	.829*	.943**	.637
Mean Correlation (Predictability)	.535	.000	.659	.533	.622	.614	.622	
^a Numbers of variables correspond to the order in which they are presented in the discussion. * One-tail $p < .05$ ** One-tail $p < .025$								

Because only six cities were involved in the analysis, no statistically significant mean correlations emerged. However, all program variables had positive predictive values, particularly methods of introduction, local factors, and referral system operation. The attitudinal variable concerning other officers' feelings about intervening (variable 2) had low correlations with all program variables; if it is omitted from calculations of predictive value figures, the local factors variable emerges as a highly significant predictor ($r_s = .912$, $p < .01$).

In the preceeding section, it was stated that strong support for FCI training from top and mid-level administration is an important factor in acceptance of the training among officers. This is substantiated by obtained correlations. The local factors affecting implementation, which includes departmental support, is the strongest overall predictor of positive attitudes among trainees. The method of introducing the program to the officers and the referral system operation, also strong predictors, may easily be perceived by officers as indications of the degree to which the department is supporting the program.

The differences among programs with respect to their cognitive/skills orientation toward training (program variable 6) is a relatively poor predictor. This may be viewed as an indication that all training and project directors were able to construct excellent training packages, effecting positive attitudes among participants, despite the problems and frustrations of having to start from scratch.

CONCLUSIONS AND RECOMMENDATIONS

The evaluation indicates that each of the six police departments was successful in developing and implementing a sound program for preparing police officers to effectively deal with family disputes. Results reported in the previous chapter indicate that these programs were successful in positively affecting both the attitudes and behavior of police officers vis-à-vis their roles as family crisis interveners. In every city, these successes can be attributed to the persistent efforts of several dedicated individuals who recognized the need and importance of this type of law enforcement training.

Despite the success of each of these programs, the evaluators feel strongly that the National Institute should adopt a different approach to the development of law enforcement training programs in general and future crisis intervention programs in particular. The purpose of this chapter is to offer: (a) a critique of the process by which the six training programs were developed, and (b) an alternative model, with accompanying examples, for the systematic development of future programs.

How the Six Programs Were Developed

The following is an outline of the steps common to the development of all six programs:

1. In 1973 and early 1974, Criminal Justice Associates (CJA) at the request of the National Institute, visited ten police departments in the eastern half of the United States which were possible candidates for a grant to develop and implement a police family crisis intervention training program.

2. CJA recommended that six of these departments receive funding.
3. In April, 1974 training personnel (including police officers, university professors, and professional psychologists) from each of the six departments were convened at a week-long training seminar conducted by CJA in New York City.
4. During the seminar, these personnel were exposed to a variety of principles and techniques of crisis intervention and recommendations for the development and implementation of their individual programs.
5. The training personnel from each department returned to their respective cities to set about developing and implementing their programs.
6. By February, 1975 each of the programs had been fully developed and training was in progress.

A Critique

The following points regarding the development process deserve careful consideration:

1. There Was No Technology to Transfer

Despite the extensive experience of the CJA staff in police crisis intervention training, it was apparent to HumRRO observers of the New York City Training Seminar that no technology was transferred to the six departments. It was CJA's contention that each department faced unique problems of crisis intervention in its city, and that no uniform program for their use could or should be provided. The seminar was restricted to the presentation of principles and techniques of crisis intervention, and each department was to translate these principles and techniques into its own training program.

CJA later provided a training guide for the development of a crisis intervention program, but these training guides arrived some time after each department had developed and implemented its program.

2. Individual Departments Required to Develop Their Own Technology

Because the six cities were not provided with a generic technology, each department was left with the task of developing as well as implementing its own training program. The evaluators feel that this method of program development is contraindicated for the following reasons:

- a) Instructor/developer roles incompatible. In most occupational fields it would be inconceivable to ask practitioners to develop their own products; for example, we would never ask practicing physicians to develop their own pills and medicines, now would we ask airline pilots to build their own planes, now would we ask carpenters to build their own saws, hammers, and other tools. However, in this project, trainers and other instructors were expected to develop as well as deliver their own curricula. The tremendous difficulty in fulfilling this expectation should be obvious.
- b) Duplication of effort. In addition to the necessity for trainers and instructors to develop their own curricula, there was no mechanism provided for project directors to engage in joint design/development activities for the creation of a common program. The result was a series of six separately conceived programs with some overlap, but each lacked the quality which might have been obtained through a joint effort.
- c) Non-transferability of local programs. Despite the quality of most of the local programs, one characteristic is common to all -- each program relies heavily on the expertise of its instructors/developers. This fact has become especially apparent when other cities have requested permission to use the training program of any of the six participating cities. In these situations, the participating cities have only been able to offer the consulting services of their instructors to assist the requesting cities in the development of their

own programs. The inefficiency of this approach to training development should be apparent. To extend the above analogy, it is like asking one physician to assist a colleague in the development of his own pills, or asking a carpenter to assist another carpenter in the development of his own saws, hammers, pliers, etc.

An Alternative Model for Training Technology Transfer

The National Institute has placed a heavy emphasis on what it calls the transfer of law enforcement technology. The evaluators feel that the current project has not provided an effective model for the transfer of a training technology. The following steps are offered as an alternative approach to the development and transfer of future law enforcement training technologies:

1. Conduct a systematic training needs analysis. Prior to the development of a training program, a careful analysis of the most important skills and knowledge required of the intended training population should be performed. For example, if a crisis intervention training program for police officers is to be developed, a study should be made of the most common and frequently occurring problems with which officers must deal on dispute calls. An analysis of these problems should then be made to determine the specific knowledge and skills necessary to handle these problems.
2. Design the training program. Following completion of a needs analysis, a detailed specification of each of the following components of the training should be made:
 - a) Behavioral training objectives.
 - b) Materials (e.g., videotapes, slides, audio cassettes, rating scales) and training exercises to help trainees achieve behavioral objectives.
 - c) Staff training program to prepare trainers to administer the program.

3. Develop components. Each of the above three sets of components should be constructed according to the design in (2).
4. Pilot test and revise components. Once all the components for a training program have been developed, they should be tested under carefully controlled conditions and revised. For example, video tapes and slide presentations which are part of a crisis intervention training program should be carefully tested on a representative sample of police officers to ensure coverage of key points, appropriate visual clarity, sound level, equipment compatibility, etc. Following testing, all components should be appropriately revised.
5. Develop large-scale administration capability. After completion of the development/revision cycle, all components of the training program should be prepared for large-scale distribution. In other words, the end result of the development process should be multiple copies of a training "session" which, after a brief staff training package, can be administered by local instructors (e.g., instructors in any police department training academy).

The evaluators realize that the initial costs of the above approach to the development and transfer of a training technology will be high. The development costs for a worthwhile product are always high. However, once a training program has been carefully designed, developed, and thoroughly tested, the costs of disseminating the program to large numbers of users (i.e., police departments and law enforcement agencies) are quite low. For example, if the above approach had been used in the current project, it would have been possible to develop a highly transferable training program (e.g., one that could have been disseminated to at least 20 cities) for the cost of grant funds (approximately \$1.2 million) to all of the six participating cities.

The evaluators feel that the National Institute should give serious consideration to the adoption of this model for the development and transfer of future training technologies.

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APPENDIXES

- Appendix A: Review of Police Crisis Intervention Programs
- Appendix B: Police Participant Questionnaire
- Appendix C: Family Disturbance Report Form
- Appendix D: Referral Data Survey Form
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APPENDIX A

Review of Police Crisis Intervention Programs

APPENDIX A

Review of Police Crisis Intervention Programs

Fact: In 1972, 13 percent of all policemen killed in the line of duty died while responding to disturbance complaints. Twenty-seven percent of the assaults on police occurred in similar settings.

Fact: Of all murders reported in 1972, 24.3 percent occurred between family members, 7.1 percent during a "lover's quarrel," and 41.2 percent as the result of other arguments (Caplan, 1973).

These are national figures; statistics for both rural and urban communities are similar in much of the country. In response to these facts, many police departments across the country have implemented Crisis Intervention/Conflict Management Programs. The programs vary widely in administration, selection of trainees, content, method, and duration. Unfortunately, the vast majority have had two points in common: absence of rigorous evaluation, and inefficient dissemination of information. A department interested in establishing a crisis intervention program is often forced to rely on personal communications with training directors of other departments for program descriptions, and on impressions of department supervisors for training effectiveness and impact.

Liebman and Schwartz (1973) have presented brief, though remarkably complete, descriptions of many of the programs conducted prior to 1972. Despite second- and third-hand reports that other cities are conducting training, only two cities have published a report of findings subsequent to the Liebman-Schwartz compilation (Reitz, 1974; Zacker & Bard, 1973). In order to provide a historical context for this project, the other programs which have received public attention are summarized below.

In 1967, Dr. Morton Bard and the Psychological Center of the City University of New York implemented the first Family Crisis Intervention Unit (FCIU), which has served as the model for nearly all other training programs. Its function as a demonstration project is due not only to its historical fame as the first such training, but also to the care taken by Dr. Bard and his associates in conducting a relatively rigorous evaluation and in publicizing the results.

The training was provided primarily by consultants and speakers from outside the police department, most of whom had had little experience in police procedures. The program had two major concentrations: intellectual/cognitive training, and personal growth/attitudinal change training. The 18 officers selected for the program were trained as generalist-specialists: when not responding to family disputes, they performed regular patrol duties. As part of the FCIU operation, a close working relationship with mental health and other social service agencies was attempted. Though the system was not entirely successful, the need for cooperation between police and referral agencies was thereby acknowledged.

The evaluation of this program emphasized aspects of crime reduction, police safety, and documentation of the nature of the beast known as "a family disturbance." No objective survey of the reaction of citizens to the new, improved cop was attempted. The data have been widely quoted and publicized as positive and supportive of the effectiveness of the training, but a closer examination shows the actual results to be, at best, inconclusive (Liebman & Schwartz, 1973).

Nonetheless, the Bard model has received considerable attention, and has been the prototype for most other FCIU training programs. Bard himself

followed up the New York City FCIU project with a training program among the New York Housing Authority Police. This again was a fairly experimental program, with a sound, qualitative evaluation of impact on crime statistics. Two training methods, affective/experimental and cognitive, were used with the two groups of 30 trainees each. Following training, the two groups were assigned to two separate housing projects.

The data collected include clearance rates for total crime, felonies, misdemeanors, and offenses; total number of misdemeanors, misdemeanor arrests, and offense arrests; danger-tension index; total crime; and total arrests. These figures were collected for two years before and one year after implementation of the FCIU. The results are interpreted as indicating the superiority of performance of officers trained in the affective/experiential method over officers previously assigned to the areas, untrained officers assigned to comparable areas, and officers receiving cognitive training, assigned to comparable areas (Zacker & Bard, 1973). Indices that should have been reduced went down, and figures which should have increased went up. Unfortunately, the figures used were totals for each of the three time periods, necessitating rank and chi-square analyses rather than a more revealing time-series analysis. Another curious point is that although an increase in the number of arrests for misdemeanors and offenses is considered an indication of improved police performance, a previous Bard statement (1971, p. 160) cites a lower rate of arrests as a positive outcome. A planned community attitude survey has not yet yielded a published report.

Another program which was developed and implemented along the lines of the Bard model was the Louisville, Kentucky Police Department FCI Project. This program departed from the original New York City program in its

orientation; rather than a modified sensitivity training, the program concentrated on the transfer of behavioral skills, and was the first known to use video-tape methods in the training. Again, only a small number of officers were trained as specialist officers: they were to be called in on all family disturbances in a given sector of the city. A Citizen Survey was conducted among families in that sector who had had contact with the FCIU, and the results indicated a strong positive reaction to the operation. Cooperation with local social service agencies was well-planned, but poorly accomplished; as a result, a 24-hour crisis intervention service has been established to coordinate with police actions. Although the specialists were reassigned to regular patrol work at the conclusion of the formal project, the training was revised and instituted as a major portion of the recruit training. There was no attempt to collect crime impact data -- number of assaults, number of police injuries, repeat calls, and the like -- although impressions from the officers suggest that these were positively affected.

Impressed by both the New York City and the Louisville programs, the Police Department of Charlotte, North Carolina began training in Family Crisis Intervention. Twenty-four officers were selected from the 47 volunteers for training. The training was conducted by a local mental health agency, and appears to have been primarily on a cognitive level (55 different speakers for the 100 hours of training). This same agency was responsible for establishing an effective police-social service agency liaison, resulting in a 66% appearance rate on referrals. No further evaluation was funded or attempted.

These early programs were directed primarily toward low-income populations of their respective cities. The Redondo Beach, California program was aimed at service to a predominantly middle-class area of the city.

The officers chosen for training were selected on the basis of their divergent views of the need for "social work" training. The program thus faced two major, previously avoided, challenges: training personnel who may or may not want to help, for work among citizens who traditionally have not sought help for their family disputes. Due to insufficient program preparation, lack of departmental support, absence of effective coordination with social service agencies, and a poorly planned evaluation, no conclusions are possible as to the program's effectiveness. It is a milestone study only because the project description was published, and included a candid discussion of the weaknesses and strengths of the program.

Another innovation was added to FCIU training by the operation of the Dayton, Ohio Police Department. The training in FCI was included in a larger, in-service program covering general crisis intervention/conflict management and team policing. The FCI portion of the overall program was only 16 hours, but other parts of the training included topics normally covered in other, longer FCI training programs. Unfortunately, consultants for the FCI portion were not only from outside the police department, but were in fact from New York, rather than Dayton, and were not well-received by participants. Again, no rigorous evaluation was executed.

The St. Louis Housing Authority Police Department was among the first to train its entire force in the FCI program. The program was effective in that only 20% of the participants were consistently negative toward the training. However, the program's desired impact, an increase in referrals, was not achieved. The program was characterized, as have been most FCI programs, by the absence of an evaluation report.

Let us move on to the Sheriff's Office of Multnomah County, Oregon. Training was conducted by the staff of a local mental health center, directed by a psychiatrist. It was instituted as an in-service program, and about half the participants had volunteered for the training. Although the program was originally designed to prepare the officers as FCI specialists, it was revised along the lines of the generalist model, due to administrative and operational considerations. The project overlooked the necessity of establishing a working relationship with the local service agencies; consequently, frequency of referrals was not affected. Future planning calls for this oversight to be corrected. No evaluation report has been released to date. Nonetheless, the program received consistently positive support from the participants, and has been instituted in the recruit training.

The Bridgeport, Connecticut FCI program attempted to overcome problems of mid-management and supervisory resistance, which had plagued other cities' programs, by involving command personnel in the training. Strong operation support was effected for what emerged as a poorly coordinated program. Original plans to train a few specialists, as well as general training for the entire force, had to be revised to general training for 60 officers. Coordination with community resource agencies was not accomplished, and plans for an evaluation of the program have not yet been carried out.

The Lowell, Massachusetts, Police Department adopted a specialist training program which received considerable support from the nine participants. However, operational problems within the department did not permit effective use of the specialists in the city, use of referrals was not affected, and crime statistics were not made available to research consultants for evaluation. Lack of continued administrative support in 1972 pointed toward imminent termination of the program.

An attempt was made in the Tacoma, Washington area to combine aspects of other programs into a course which encompassed attitudinal, cognitive, and specific behavioral training. Although this program, like so many others, was fairly well-received by most participants, it faltered upon encountering administrative and operational obstacles. The program participants included both city and county police, and their working environments were disparate in terms of availability of community resource agencies. Neither administration permitted an effective distribution of the trained officers, and no supervisory personnel were included in the training or as liaisons in the implementation of the FCIU.

The program of the Richmond, California Police Department followed the New York City program chronologically, but should be considered as a pioneer program. It was the first to train an entire police force, and the content of the program was developed as a specific skill-related intervention model. By involving the entire force in the training, supervisory personnel were made aware of the methods and objectives of the techniques taught, and there was little operational resistance. The referral system was covered in great detail in the training, and many agencies expressed a willingness to work with the police in follow-ups and feedback; this never materialized, nor did a survey of citizen responses. Due to lack of funds, a comprehensive and rigorous evaluation of the program's impact was not possible. Process measures, such as evaluations of course content, technique, and relevance, were clearly positive.

Probably the greatest contribution made by the Richmond project was in terms of the technology of training. The format was specific, the components concrete, and the skills well-defined, permitting a transfer of technology to other departments. Even with changes necessary to make the program applicable in other cities, the foundations are sufficiently robust and the communalities and differences among cities' and departments' needs

sufficiently considered to allow modifications without a loss of effectiveness.

A direct descendant of the Richmond project was implemented in San Francisco. In planning the program, revisions were made based on experience in Richmond, resulting in a sophisticated, well-planned program which was to be implemented as a pilot in one police district of San Francisco immediately and extended to the entire police force shortly thereafter. Command personnel were given a preliminary orientation of the program, to acquaint them with the intended content and goals of training. A large number of social service agencies agreed to cooperate with police efforts, and one police officer was to function as a liaison between the community resource agency and police personnel.

Planning of the training was careful and comprehensive, and the groundwork was laid for a program which would fail only if family crisis intervention were in itself a myth. Unfortunately, the program funding never materialized. The training was eventually carried out with insufficient training equipment and materials, and only the men of the pilot district were able to receive training. The large-scale evaluation had to be reduced to an interview survey of trained and untrained officers. As with most FCI training programs, results were positive toward the training from both groups of officers. A fair amount of generalization and transfer had occurred on two levels: trained officers were applying the skills in other than family-related situations, and untrained officers were observing and adopting the behaviors of the trained officers.

The FCI program implemented by the Oakland Police Department derives little besides its title from any other programs. The four officers who comprised the FCIU specialist teams were chosen on the basis of previous

demonstrations of competence in handling crisis and willingness to participate. Instead of a formal training program, the officers made tape recordings of actual family dispute calls, and met regularly to discuss the interventions and sharpen their skills. A one-day seminar by community agency personnel was conducted to acquaint the officers with the services of the various agencies. The evaluation component of the project was realistic and comprehensive, using descriptive data on families calling police, outcome data on FCIU effectiveness, comparative data on FCIU patrol activities, an officer response survey, and a citizen response survey. The results of the evaluation have not yet been published.

The Police Department of London, Ontario brought together the best training and evaluation features of earlier programs to design a skill-oriented/cognitive/attitudinal training with a strong experimental component. The entire uniformed patrol was trained, with half the classes conducted nearly a year before the other half (an experimental group and a control group). A police referral system was introduced after the second group had been trained. The training itself included a lecture and discussion segment, followed by a behavioral rehearsal role playing segment. Because of the sequence of training the two groups and implementing the referral liaison service, it was possible to observe changes and differences effected by each phase. Measures of police, citizen, referral liaison, and community agency receptiveness were all positive, as was a quantitative analysis of commendatory letters from citizens. Careful research and planning resulted in a sound effective training. The extent to which training will be transferrable to other departments is not known.

Despite the many levels of intensity and complexity of training, there is no way of knowing, at this point, what works and what does not work. If any sound evaluations of programs exist, other than the few here cited, they have not been made public.

APPENDIX B

Police Participant Questionnaire

POLICE PARTICIPANT DATA
INSTRUCTIONS TO INTERVIEWERS

Section A

Work Data Form

Questions 1a through 3a will be asked to obtain general background and identifying information.

Questions 4a and 5a will be asked to obtain participants work histories prior to joining the police force and to determine whether or not they served in the armed forces.

Questions 6a through 13a will be asked to obtain respondents history of service in the armed forces.

Section B

Police Force History

Questions 1b through 3b will be asked to obtain identifying information.

Questions 4b through 7b will be asked to obtain general background and work history on police force.

Questions 8b through 13b will be asked to determine the participants' job and career satisfaction.

Questions 14b through 16b will be asked to obtain information regarding any other employment the participants have in addition to their job on the police force.

Questions 17b through 22b will be asked to determine participants' preferences for shift work.

Questions 23b and 24b will be asked to determine the number of hours-per-week worked by participants.

Questions 25b and 26b will be asked in order to identify and explain any incidents of assaults that the participants may have experienced.

Questions 27b through 31b will be asked to determine participants' experience with family dispute calls and their attitudes toward the role of policemen in handling family disputes.

Questions 32b through 33b will be asked to determine actual and desired importance of FCIP in police department personnel evaluations and promotions.

Questions 34b through 38b will be asked to determine participants' plans for their future in law enforcement.

Attitudes and Opinions Toward Crisis

Section C

Intervention Training

Questions 1c through 3c will be asked to obtain identifying information.

Questions 4c through 12c will be asked to determine the type of prior training the participants may have had in family crisis intervention.

Questions 13c through 19c will be asked to determine the participants' estimation of the value of the present FCIP.

Questions 20c through 22c will be asked to determine the participants' perceptions of how their fellow law enforcement officers feel about FCIP.

Section D

Suggestions For Improvement of Training

Questions 1d through 3d will be asked to obtain identifying information.

Questions 4d through 6d will be asked to determine the participants' feelings about the time frame in which FCIP is being offered.

Questions 7d through 12d will be asked to obtain participants' opinions about specific types of instruction in FCIP.

Questions 13d through 21d will be asked to determine participants' opinions regarding the types of persons who should be given FCIP training, the mix of people within a given class and the ideal size of a class in an FCIP.

Questions 22d through 25d will be asked to determine participants' opinions regarding the background and experience best suited for instructors in FCIP.

Section E

Biographical Background Questionnaire

Questions 1e through 19e will be asked to obtain general background and biographical information on each respondent.

POLICE PARTICIPANT DATA FORM
WORK DATA FORM

1a. Name: _____
Last First Initial Badge No.

2a. City: _____

3a. Date: _____
Day Month Year

4a. In the spaces below, please list all the part-time and full-time jobs you held before joining the police force. Show how long you held your job and write the year in which you first started the job.

Position Held	Length of Time Held	Year Started
Position Held	Length of Time Held	Year Started
Position Held	Length of Time Held	Year Started
Position Held	Length of Time Held	Year Started
Position Held	Length of Time Held	Year Started
Position Held	Length of Time Held	Year Started

5a. Did you serve in the Armed Services?

_____ Yes

_____ No

ANSWER THE FOLLOWING QUESTIONS ONLY IF
YOU SERVED IN THE ARMED SERVICES

6a. In what branch of the Armed Services did you serve?

☐ Army ☐ Coast Guard
☐ Navy ☐ National Guard
☐ Marines ☐ Other (Please specify _____)
☐ Air Force

7a. Date of induction or enlistment: _____
Month Year

8a. Date of discharge: _____
Month Year

9a. Total Time on active duty: _____ years

10a. What was your highest rank? _____

11a. Were you ever in combat?

☐ Yes
☐ No

12a. Did you earn any medals, certificates, or other awards in the Armed Services?

☐ No
☐ Yes (Please specify _____)

13a. What was your primary job or MOS? _____

POLICE PARTICIPANT DATA FORM
POLICE FORCE HISTORY

1b. Name: _____
Last First Initial Badge No.

2b. City: _____

3b. Date: _____
Day Month Year

4b. "How long have you been on the force?" _____

5b. "What jobs have you held as a member of the force?"

6b. "What is your present rank?" _____

7b. "How long have you held this rank?" _____

8b. "What do you like best about working in law enforcement?" _____

9b. "What do you dislike most about it?" _____

10b. "Based on everything you have just said and on anything else you could have said, how satisfied are you with your job on a scale of 1 to 10?"

11b. "Why do you say that?"

12b. "How does your family feel about you being in this kind of work?"

13b. "What effect, then, does your police work have on your family life?"

14b. "Do you have any other employment on your off-duty time?"

 Yes



15b. "What do you do?"



16b. "How many hours do you work each week on this other job?"

 No
(Go to Question 17b)

17b. "What shift do you now work on the force?" _____

18b. "What other shifts have you worked before this one?" _____

19b. "Is there any shift you like best?"

____ Yes



20b. "Which one?" _____

____ No
(Go to Question 21b)

21b. "Is there one you like least?"

____ Yes



22b. "Which one?" _____

____ No
(Go to Question 23b)

23b. "How many hours a week do you usually work on the force?" _____

24b. "How many of these hours are overtime?" _____

25b. "Have you ever been wounded or assaulted while on duty?"

____ Yes



26b. "What happened?" _____

____ No
(Go to Question 27b)

27b. "Since you have been on the force, have you ever responded to a family dispute call?"

 Yes

 No
(Go to Question 29b)



28b. "On the average, how many times a week do you respond to these types of calls?" _____

29b. "There is some controversy about whether or not police officers should be called upon to intervene in family disputes. How do you feel about this issue?" _____

IF NOT,
WHO
SHOULD

30b. "How do you think the other officers on the force feel about this issue?" _____

GET
BREAK-
DOWN

31b. "Intervening in family disputes is just one duty that a police officer must perform. How important do you feel this duty is compared to an officer's other duties?" _____

32b. "When a police officer is being evaluated or being considered for promotion, how much consideration does the department give to his record in dealing with family disputes?" _____

33b. "How much consideration do you feel the department should give to his record in dealing with family disputes?" _____

"THE REST OF THESE QUESTIONS ARE ABOUT YOUR PLANS FOR THE FUTURE."

34b. "Do you plan to remain in law enforcement?"

____ Yes
(Go to Question 36b)

____ No
↓
35b. "What do you plan to do?"

36b. "Do you plan to stay on this force?"

____ Yes
↓

37b. "What type of work do you hope to do in the future?"

____ No
↓

38b. "Where do you plan to do your police work?" _____

(End)

(End)

POLICE PARTICIPANT DATA FORM
ATTITUDES AND OPINIONS TOWARD CRISIS
INTERVENTION TRAINING

1c. Name: --			
Last	First	Initial	Badge No.

2c. City: _____

3c. Date: _____
Day Month Year

4c. "Before you entered this program, did you have any training at all related to family crisis intervention?"

Yes

No

5c. "Did this training help you with your duties as a police officer?"

6c. "Do you feel that this type of training would have helped you with your duties as a police officer?"

Yes

No

7c. "Why (not)?"

Yes

No

8c. "Why do you feel that way?"

(Go to Question 13c)

9c. "Describe the type of training you had."

10c. "Do you feel that the training you just described is similar to the training you are receiving now in the Family Crisis Intervention Program?"

 Yes



11c. "How was it similar?"

 No



12c. "How was it different?"

13c. "Do you feel that the training you are receiving now in the Family Crisis Intervention Program will help you deal better with family disputes?"

 Yes



14c. "How do you think it will help you?"

 No



15c. "Why do you feel that the program will not help you?"

16c. "Do you feel that it will help you with your other police duties?"

 Yes



17c. "How do you think it will help you?"

 No



18c. "Why do you feel that it will not help you?"

19c. "How does your participation in the program affect your off duty activities?" _____

20c. "How do you think your supervisors feel about your participation in this training program?" _____

21c. "How do you think those policemen who aren't participating feel about this program?" _____

22c. "How do you think those police officers who are participating feel about this training?" _____

POLICE PARTICIPANT DATA FORM
SUGGESTIONS FOR IMPROVEMENT OF TRAINING

1d. Name: _____
Last First Initial Badge No.

2d. City: _____

3d. Date: _____
Day Month Year

4d. "Do you feel that this program is being offered at a convenient time?"

No



Yes

(Go to Question 7d)

5d. "Why is the time inconvenient?" _____

6d. "What would be a better time?" _____

7d. "What types of instruction, if any, are especially effective in teaching you about how to intervene in family crises?"

GROUP
DISCUSSION
LECTURE

ROLE
PLAYING

8d. "What types of instruction, if any, do you find especially ineffective?"

9d. "What kind of feedback do you get about how well you are doing in the course?"

INSTRUCTORS

POLICE
OFFICERS

TESTS

10d. "Do you find these helpful?"

11d. "Which do you find especially helpful?"

12d. "What opportunities did you have to see yourself perform on video tape in a simulated family crisis situation?"

FREQUENCY

HELPFULNESS

13d. "When do you feel this type of training would be most valuable to a police officer--before he begins his duties as a police officer or after he has had some experience?"

_____ Before beginning duties

_____ After some experience

14d. "Why do you feel that way?" _____

15d. "Have you had a chance to use any of the skills or information from the program during your work as a police officer?"

_____ Yes

_____ No
(Go to Question 17d)



16d. "How do you feel about the training as a result of using it?"

17d. "Do you think this type of training should be required for all patrolmen or should it be available only on a voluntary basis?"

_____ Required

(Additional Comments) _____

_____ Available

[illegible]

22d. "Who are the three best instructors you've had during training?" _____

23d. "Why did you name these persons?" _____

24d. "What experiences do you think an instructor should have before he teaches in the program?" _____

25d. "Think of the most effective instructor you have had during training. What are some of the things he did to make him so effective?" _____

POLICE PARTICIPANT DATA FORM
BIOGRAPHICAL BACKGROUND QUESTIONNAIRE

1e. Name: _____
 Last First Initial Badge No.

2e. City: _____

3e. Date: _____
 Day Month Year

4e. Date of Birth: _____
 Day Month Year

5e. Weight: _____

6e. Height: _____

7e. Sex:

_____ Male

_____ Female

8e. Race:

_____ White/Caucasion

_____ Black/Negro

_____ Spanish American

_____ Other (Please specify _____)

9e. Religion:

_____ Protestant

_____ Catholic

_____ Jewish

_____ Other (Please specify _____)

_____ None

10e. Nationality or ethnic heritage: _____

11e. Marital Status:

_____ Single

_____ Married

_____ Divorced

_____ Separated

_____ Widowed

12e. Number of years married (if married): _____

13e. Number of children: _____

14e. Before joining the police department, what was the highest grade you completed in school? (circle grade)

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
ELEMENTARY						JR. HIGH			HIGH			COLLEGE			

15e. What is the highest grade in school you completed to date? (circle grade)

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
ELEMENTARY						JR. HIGH			HIGH			COLLEGE			

16e. Do you plan to earn a college degree?

_____ Yes

_____ No

_____ I already have a college degree

17e. Have you participated in any educational courses or training programs since joining the force?

_____ No

_____ Yes (Please specify _____)

18e. Have you earned any certificates from law enforcement agencies such as the FBI or State Police?

☐ No

☐ Yes (Please specify _____)

19e. In which of the following activities do you participate?

☐ Little League (baseball, football, etc.)

☐ Fraternal Organizations (Elks, Moose, Masons, etc.)

☐ Community Organizations (Jaycees, PTA, etc.)

☐ Organized Athletics (softball, basketball, etc.)

☐ Other (Please specify _____)

20e. Were there any other police officers in your family?

☐ No

☐ Yes (Please specify _____)

APPENDIX C

Family Disturbance Report Form

— ○ ○

Item No. _____

D of B.	Sex	Race
---------	-----	------

- ☐ Yes ☐ No

- | Disputant | |
|-----------|----|
| #1 | #2 |

- ☐ ☐ a. very satisfied
- ☐ ☐ b. satisfied
- ☐ ☐ c. dissatisfied
- ☐ ☐ d. very dissatisfied

- Disputant
#1 #2

9. What do you think was the effect of your intervention?
(Check appropriate circles)

- a. ☐ dispute not resolved, likely to recur
- b. ☐ dispute not resolved, but disputants cooled off
- c. ☐ dispute resolved, some understanding on both parts
- d. ☐ dispute resolved, issues settled

10. If you made REFERRAL(S):

- ☐ original referral slip to disputant.
- ☐ copy of referral slip attached to copy of Disturbance Report

APPENDIX D

Referral Data Survey Form

REFERRAL DATA SURVEY FORM

City: _____

1. Please describe the general procedure that is followed in making referrals during family crisis disturbance calls:

2. Do you have any way of learning whether or not the clients actually visit these agencies once a referral has been made? (Please provide HumRRO with copies of all forms used by police, the referral agency, and/or your office.)

3. What percentage of the clients actually visit these agencies as a result of a family crisis referral? _____ (estimate if you're not sure.)

4. What information are you using in making this estimate and how did you get it?

5. What action, if any, is taken if you learn that a client failed to visit an agency following a referral?
6. What kinds of feedback do you receive from referral agencies regarding clients who appear as a result of referral from the police department?
7. Do any of these agencies ever give you any feedback about whether or not the client's problem was helped by agency intervention? Explain.
8. Describe other means of ascertaining case outcomes you have used in the past. For example, do you ever ask clients whether or not they were satisfied with the assistance they received from the agency?

9. If you learn that a client was not helped by an agency, is the person then usually referred to another agency? Comment and describe the process (if any).
10. Is there any attempt to provide feedback to the officer(s) who originally initiated the referral? If not, can they find out what happened in a given case on their own initiative?
11. Describe in general the characteristics of agencies that you have found to be particularly effective and cooperative in handling police-initiated referrals:

12. Describe in general the characteristics of agencies that you have found to be unhelpful or uncooperative:
13. Does the police department keep any records on referrals? _____ If so, what information is contained in these records?
14. Describe the accessibility of referral agency records in terms of
- (a) restrictions on people authorized to see the records
 - (b) the kinds of information available to non-agency personnel
 - (c) utilization of information from agency records
15. Are police officers supplied with referral agency information in the form of pamphlets or other hand-out literature that they can give prospective clients? _____ (If yes, please provide HumRRO with samples.)

16. Is there an ongoing program to acquaint police officers with the types of services provided by the various agencies in your city? Please describe the existing situation.
17. What provisions are there for emergency situations when the appropriate agency is closed? What happens at night or on a weekend?
18. What is your impression of the system that is now used for making referrals? What do you like best about it? What is its biggest weakness?
19. What should be done to improve the system?
20. Who else in your city should we talk to about police-initiated referrals?

FORMS, DOCUMENTS, OR SAMPLES TO BE PROVIDED TO HUMRRO:

1. Referral forms

- given by officer to prospective client
- given by officer or by police department to referral agency
- given by officer to police department or I & R office
- given by agency to police department or I & R office

2. Informational pamphlets or hand-outs

- given by police officer to prospective client
- used in educational or orientation program in officer training sequence regarding referral agency resources

3. Copies of relevant regulations

- regarding police department policies on cooperation with referral agencies
- regarding referral agency policies with regard to cooperation with the police department

REFERRAL AGENCY INFORMATION SHEET

Attachments needed: (from each city)

1. List of agencies used by officers in making referrals
2. Pamphlet or other descriptive material from each agency
3. Copies of referral forms (if any)
 - a) given to disputant by officer
 - b) given to agency by officer
 - c) reporting disposition of case back to police department, etc.
4. Samples of any publicity or informational handouts used to promote or describe program
5. Description of FCI training program curriculum dealing with orientation of trainees to referral sources
 - a) information sessions, lectures, invited speakers
 - b) field trips: content, duration, procedures
 - c) use of referral forms and aids

Data-gathering instrument:

1. Agency and police coordinators: names of contacts
2. General description of agency
3. Nature of liaison with police department
4. Mode of operation
 - a) sub-referral system
 - b) hours during which client/agency contact must be made
 - c) average time elapsed between dispute-call/referral and agency/client initial contact
5. Follow-up and feedback machinery, if any

APPENDIX E

Citizen Interview Survey Form

HUMAN RESOURCES RESEARCH ORGANIZATION

CENTRAL DIVISION

Louisville Office

SAMPLE

Joseph A. Austin Building
1939 Goldsmith Lane
Louisville, Kentucky 40218
(502) 451-1643

November 3, 1975

Dear Citizen:

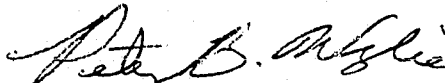
Within the next few days you will receive a visit from staff members of the Human Resources Research Organization who are helping to evaluate a new training program for police officers in _____. It is hoped that this training program will improve the services provided by the _____ Police Department.

They will ask you several questions about the police officers who visited your home recently. Your answers to these questions will help us determine how our police officers have handled various types of situations during the past few months.

Your assistance in responding to these questions is very much needed to make the training program as successful as possible. The answers that you give will be kept confidential, so you should not be afraid to say exactly how you feel about the performance of the police officers.

I wish to thank you in advance for your help in our efforts to provide better police services to all citizens of the City of _____.

Very truly yours,



Peter B. Wylie
Senior Scientist

CITIZEN SURVEY
INSTRUCTIONS

Hello. I'm _____. You should have gotten a letter from Mayor _____ telling you about a survey that's being done for the Police Department. As you know, the police are now taking part in a new training program that they hope will improve the police services in _____. But to tell how well the program is working, we have to find out just how the police officers are handling themselves in different kinds of situations. The only way we can do this, of course, is by asking people like yourself who may have been helped by the police during the last few months.

You can help us a lot by answering some questions about the actions of the police when they were in your home in a few weeks ago. As the letter said, everything you tell me will be kept strictly confidential. Your answers to these questions will be combined with the answers from many other people, so there will be no way to tell who said what.

The questions can all be answered by saying YES or NO. But if you don't know or can't remember the answer to any of the questions, just say I DON'T KNOW or I DON'T REMEMBER.

There's one more point. It is important that your answers be honest so that we can tell just how well the training program is working out. Don't worry about whether your answer could make the police look good or bad. Before we begin, do you have any questions?

CITIZEN SURVEY

- | | | | |
|--|-----|----|---|
| 1. Did the officers ask for permission to enter before they came into your home? | YES | NO | ? |
| 2. Did the officers ask if they could sit down and talk to you about your problem? | YES | NO | ? |
| 3. Did they seem angry about having to come to your home? | YES | NO | ? |
| 4. Did the officers seem to shout and yell most of the time? | YES | NO | ? |
| 5. Did the police officers threaten to arrest you? | YES | NO | ? |
| 6. Did they stand up most of the time they were in your home? | YES | NO | ? |
| 7. After they arrived, did the officers get everyone to relax? | YES | NO | ? |
| 8. When the officers spoke to you, were they polite and courteous? | YES | NO | ? |
| 9. Did the officers seem very upset with you? | YES | NO | ? |
| 10. Did they insult you? | YES | NO | ? |
| 11. Did they seem to be in a hurry to leave? | YES | NO | ? |
| 12. Did they listen to all sides of the story? | YES | NO | ? |
| 13. Did the officers try to find out what really happened? | YES | NO | ? |

- | | | | | |
|-----|---|-----|----|---|
| 14. | Did the officers act as though they wanted to help you? | YES | NO | ? |
| 15. | Did they listen to your story without criticizing you? | YES | NO | ? |
| 16. | Did you get the impression that they felt they were better than you? | YES | NO | ? |
| 17. | Did the officers seem more interested in keeping you quiet than in helping you solve the problem? | YES | NO | ? |
| 18. | Did the officers give you enough time to tell them what happened? | YES | NO | ? |
| 19. | Did the officers interrupt you much while you were trying to tell them what happened? | YES | NO | ? |
| 20. | Did you get the feeling that the police officers were not really trying to help you? | YES | NO | ? |
| 21. | Did they seem to feel that your problem was important? | YES | NO | ? |
| 22. | Did the officers seem to understand what really happened? | YES | NO | ? |
| 23. | Did the officers do most of the talking? | YES | NO | ? |
| 24. | Did they seem to be confused about what was really going on? | YES | NO | ? |
| 25. | Did the officers seem to disagree with each other about what should be done? | YES | NO | ? |
| 26. | Did you feel worse off after the officers came than you were before? | YES | NO | ? |

27. Did the officers make any helpful suggestions for solving the problem? YES NO ?
28. Did they advise you to make an affidavit? YES NO ?
29. Did the officers stay until everyone understood what they were to do to help solve the problem? YES NO ?
30. Did they give you the name of a person or a place to contact that would help you with your problem? YES NO ?
31. When the officers left, did they threaten to have you arrested if they were called back? YES NO ?
32. Were the officers friendly and encouraging when they finally left your home? YES NO ?
33. Is there anything else you would like me to know about the police and the way they acted in your home? YES NO ?

APPENDIX F

Police Administrator Questionnaire

POLICE ADMINISTRATOR DATA

INSTRUCTIONS TO INTERVIEWERS

The overall purpose for obtaining this data from Police Administrators is to determine their reactions to the implementation of Family Crisis Intervention Program (FCIP) within their departments.

Questions 1 through 5 will be asked to obtain general background and identifying information.

Questions 6 and 7 will be asked to determine the extent of their participation in FCIP. It may be necessary to probe in question 7 to determine the time of their earliest involvement and the extent of their participation in the planning and implementation phases of FCIP.

Questions 8 through 10 will be asked to determine the Administrators' perceptions of the effects of FCIP on their own workload and the overall operation of their department.

Questions 11 through 13 will be asked to determine the administrators' satisfaction with the method of selecting participants for FCIP and to elicit any recommendations they may have for future selection procedures.

Questions 14 through 17 will be asked to determine the administrators' past experience with other family crisis programs and their perceptions of the role of FCIP in future police training programs.

Question 18 will be asked to determine the administrators' perceptions of how FCIP in their department compares with those in other departments that they may be aware of.

Questions 19 and 20 will be asked to determine the administrators' perceptions of the role of police officers in Family Crisis Intervention.

Questions 21 and 22 will be asked to determine the actual and desired importance of FCIP in police department personnel evaluations and promotions.

Questions 23 and 24 will be asked to determine the problems that administrators have encountered or expect to encounter in implementing FCIP.

Questions 25 and 26 will be asked to determine the value placed upon FCIP by police administrators.

Questions 27 through 30 will be asked to obtain police administrators' impressions of how other police officers and city officials feel about FCIP and their reasons for having these impressions.

Questions 31 through 35 will be asked to identify any city officials or media that have taken a stand either pro or con on FCIP since its implementation.

Questions 36 through 38 will be asked to determine who the administrators feel will most benefit from FCIP in their community.

POLICE ADMINISTRATOR DATA FORM

1. Name: _____
Last First Initial Badge No.

2. Rank: _____

3. Position in Department: _____

4. City: _____

5. Date: _____
Day Month Year

6. "Have you had an opportunity to participate in the Family Crisis Intervention Program?"

Yes



No
(Go to Question 8)

7. "In what ways did you participate?" _____

TIME OF
EARLIEST
INVOLVEMENT

WORK IN
PLANNING

WORK IN
DEVELOPING &
IMPLEMENTING
TRAINING

8. "What effects has the program had on your work load?" _____

9. "How has the program affected the operation of the department as a whole?"

10. "How has the program affected the various shifts?" _____

"The next few questions will be about the training program."

11. "First of all, how were the men selected for training?" _____

WHY
THIS
WAY?

12. "Do you feel that this was a good way to select men for the program or would you have preferred some other method?"

_____ Other method

_____ Good way

_____ Don't know

13. "Based on your experiences in selecting these men, what changes would you suggest for the future?" _____

14. "Has this department worked with any other family crisis programs in the past?"

_____ Yes

_____ No
(Go to Question 17)

_____ Don't know
(Go to Question 17)

↓
15. "Could you describe the program?" _____

WHEN

DURATION

DESCRIPTION

16. "How do you think the current program compares with the old one?"

17. "What do you see as the future of this program?" _____

DURATION

CHANGES

PERMANENT
PART OF
TRAINING

SPECIALISTS

18. "What information do you have about the Family Crisis Intervention
Programs in any other police departments besides your own?"

CITIES

HOW THEY
COMPARE

19. "There seems to be some controversy about whether or not it
should be a police officer's job to intervene in family crisis.
How do you feel about this?" _____

20. "How do you feel about having a full-time psychologist or social-worker to work with the police in dealing with family disputes?" _____
- _____
- _____
- _____
21. "When a police officer is being evaluated or being considered for promotion, how much consideration does the department give to his record in dealing with family disputes?" _____
- _____
- _____
- _____
22. "How much consideration do you feel the department should give to his record in dealing with family disputes?" _____
- _____
- _____
- _____
23. "What difficulties have you encountered in getting the Family Crisis Intervention Program started?" _____
- _____
- _____
- _____
- _____
- _____

24. "Now that the program is under way, can you anticipate any new problems?"

25. "What do you feel are the major values of the program?"

26. "Which of these do you personally feel is the most important value of the program?"

27. "What is your impression of how the patrolmen feel about the program?"

28. "What are your impressions of how your fellow police administrators feel about it?"

29. "What are your impressions of how the mayor and other city officials feel about the program?" _____

30. "What gave you these impressions about these people?" _____

31. "What opportunity have you had to make your feelings about the program known to the public?" _____

32. "Have any city officials outside of the police department taken a public stand on the program?"

Yes



No
(Go to Question 34)

Don't know
(Go to Question 34)

33. "In what way?" _____

34. "Have the newspapers, television stations, or other media expressed a position on the program?"

 Yes

 No
(Go to Question 36)

 Don't know
(Go to Question 36)

↓
35. "What is their position?"

36. "How do you think the program will benefit the average police officer?"

37. "Who do you think will benefit most from the program?"

38. "How do you think the Family Crisis Intervention Program could have helped you when you were a patrolman?"

APPENDIX G

Rating Scale for
Simulated Family Crisis Interventions

RATING FORM FOR SIMULATED FAMILY
CRISIS INTERVENTIONS

Rater Instructions

This rating form was designed to help you evaluate the performance of police trainees who intervene in a simulated family dispute. The form contains a series of statements which represent most of the important things police officers should do when they respond to a family dispute call. Your task is to indicate, by circling the appropriate alternative, whether or not each officer did each of these things during the simulation.

Before you actually begin rating, be sure to fill in the names of the two officers at the top of the first page.

Notice that each statement on the form is preceded by the following three abbreviations:

01 02 NA

If the individual you designated "Officer One" demonstrated the behavior described in a statement, you would circle 01. If the individual you designated "Officer Two" demonstrated the behavior described in a statement, you would circle 02. If both officers demonstrated the behavior, you would circle both 01 and 02. If, for some reason, a particular statement does not apply to a simulation (e.g., administers first aid), you would circle NA.

To make your job easier, the form has been divided into four sections-- I. SECURING THE SITUATION; II. FACT FINDING; III. STRATEGY SESSION; and IV. RESOLUTION. These sections correspond roughly to the sequence of an effective intervention in a family dispute.

Name of Officer One _____ Badge No. _____

Name of Officer Two _____ Badge No. _____

Today's Date ____ / ____ / ____ .

I. SECURING THE SITUATION

- 01 02 NA Introduces himself by name.
- 01 02 NA Refrains from use of abusive, profane, or demeaning language.
- 01 02 NA Speaks calmly (does not respond emotionally).
- 01 02 NA Does not attempt to force his way into living quarters.
- 01 02 NA Keeps hands off hips and away from pistol.
- 01 02 NA Addresses disputants directly (firm voice, eye contact).
- 01 02 NA Uses minimum of force when physically separating disputants.
- 01 02 NA Calms disputants so that rational conversation is possible.
- 01 02 NA Administers first aid.
- 01 02 NA Puts aside objects which can be used as dangerous weapons.
- 01 02 NA Strategically positions self in relation to partner for protection of both.
- 01 02 NA Suggests to one of the disputants that the two of them sit down alone to discuss the problem.
- 01 02 NA Conducts dialogue with one disputant out of earshot of the other.
- 01 02 NA Assures disputant that other officer is not "fooling around" with mate and only attempting to get facts.

II. FACT FINDING

- 01 02 NA Officer conducts interview sitting down.
- 01 02 NA Probes for factual (not inferential) detail where appropriate.
- 01 02 NA Limits use of questions which can be answered yes or no.
- 01 02 NA Avoids use of leading questions (e.g., "He really didn't threaten you, did he?")
- 01 02 NA Avoids cutting off or interrupting disputant until entire story is told.
- 01 02 NA Maintains eye contact with disputant.
- 01 02 NA Nods, leans forward and uses other non-verbal reinforcers to get more information.
- 01 02 NA Uses verbal reinforcers (e.g., "uh-huh," "could you tell me more about that," etc.) to get more information.
- 01 02 NA Identifies immediate sequence of events that led up to dispute.
- 01 02 NA Probes for underlying problem(s).
- 01 02 NA Summarizes disputant's statements until disputant agrees that he has the facts straight.
- 01 02 NA ~~Interprets sequence of events and/or conditions that led up to dispute in light of underlying problems.~~
- 01 02 NA Revises interpretation of what happened until disputant is in agreement.

III. STRATEGY SESSION

- 01 02 NA After separate interviews with disputants, confers with other officer out of earshot of disputants.
- 01 02 NA Relates his version of sequence of events that led up to dispute to other officer.
- 01 02 NA Relates his version of underlying, deeper problems to other officer.
- 01 02 NA Relates his overall interpretation of what happened to other officer.
- 01 02 NA Attempts to resolve, with other officer, any discrepancies in sequence of events leading up to dispute.
- 01 02 NA Attempts to resolve, with other officer, any discrepancies in his interpretation of why the dispute occurred.
- 01 02 NA Decides with other officer whether problem can be resolved immediately or whether a referral should be suggested.
- 01 02 NA Plans with other officer how to conduct resolution session with disputants (e.g., who will speak first, how they will describe what happened, what to do if squabbling starts, etc.).

IV. RESOLUTION

- 01 02 NA Invites disputants to sit down for discussion of the problem.
- 01 02 NA Positions himself and disputants in arrangement conducive to peaceful discussion.
- 01 02 NA Based on strategy session, describes sequence of events that led up to dispute.
- 01 02 NA Describes underlying problems.
- 01 02 NA Offers his overall interpretation of what happened.
- 01 02 NA Solicits feedback from disputants on all of the following: accuracy of his version of the facts, underlying problems, and overall interpretation of what happened.
- 01 02 NA Agrees, modifies and expands on other officer's statements.
- 01 02 NA Attempts to achieve agreement between disputants on what happened and why by restating the events, problems, and interpretation until they are acceptable to both parties.
- 01 02 NA If squabbling/bickering reoccurs, quickly re-establishes order.
- 01 02 NA Suggests a solution to the problem by prescribing specific things for both parties to do (e.g., If Mr. Jones will give up his poker night, Mrs. Jones will have dinner ready when he comes home from work at night).
- 01 02 NA Continues to modify his suggestions until both disputants agree on specific things they will do to avoid future disputes.
- 01 02 NA Suggests a specific referral (e.g., person and telephone number and what to say).
- 01 02 NA At end of resolution session, summarizes the solution which has been agreed upon.
- 01 02 NA Just prior to leaving, congratulates disputants on having reached a solution, and/or expresses optimism that things will go more smoothly from now on.

APPENDIX H

Interview Schedule for Trainers and Project Directors
of the Family Crisis Intervention Program

INTERVIEW SCHEDULE FOR TRAINERS AND
PROJECT DIRECTORS OF THE FAMILY
CRISIS INTERVENTION PROGRAM

Interviewer Instructions

This interview schedule is designed to help you obtain information from trainers and project directors about the Family Crisis Intervention Program in each of the six cities (Peoria, Syracuse, Portsmouth/Chesapeake, Columbus, Jacksonville, and New Orleans). Most of the questions are open ended and require rather complex answers. It may take as much as two hours to complete an interview, so you should allow for plenty of time.

Notice that several of the sections of the interview ask you to collect specific records and other documents. Please be sure to attach these documents to the schedule when you return to Louisville.

Interviewer's Name _____

Interviewee's Name _____

Interviewee's Title _____

Today's Date ____ / ____ / ____
 DAY MONTH YEAR

A. EARLY STAGES OF THE PROGRAM

1. Are you the original project director (trainer) for the family crisis intervention program?

____ Yes

____ No

If no, ask for the name of the original project director (trainer) and why the change was made?

Original Project Director (Trainer) _____

Why change was made _____

2. How were you chosen for this position?

3. When was crisis intervention training supposed to begin?

Date ____ / ____ / ____

4. When did training actually begin?

Date ____ / ____ / ____

5. To the best of your knowledge, what were the reasons for this delay? (Probe for such problems as delays in funding, problems in acquiring equipment, lack of available space, etc.)

6. How was the program formally introduced to the men in the department? (e.g., by word of mouth, large meeting convened by chief with press, by written order, etc.)

7. Knowing what you know now, do you feel that the program should have been introduced differently?

_____ Yes

_____ No

If yes, proceed to question 8.
If no, proceed to question 9.

8. How would you have introduced the program differently?

9. How many patrolmen do you have in the department?

10. What % of these men will eventually receive family crisis intervention training?

 %

11. How were the original trainees for the program selected? (Probe for whether or not they were volunteers, experienced versus inexperienced, mixed in terms of ability, rank, interest, etc.)

B. THE PROGRAM

1. How would you describe the training objectives your program is trying to achieve?

2. Do you have a list of specific knowledge and behavioral objectives that you might give me?

_____ Yes

_____ No

If yes, be sure to get a copy.

3. What is the overall schedule of training you began with?
(e.g., two weeks of intensive training followed by occasional field training.)

4. Have you changed this overall schedule?

_____ Yes

_____ No

If yes, proceed to question 5.

If no, proceed to question 6.

5. How has the schedule changed? (Probe for reasons for change.)

6. What are the major components of your training curriculum?

(a) Lecture/orientation on role of police in crisis intervention; b) small group discussion on expectations; etc.)

NOTE: Interviewer should attempt to get copies of all available course descriptions, course outlines, syllabi, etc.

a. Name of component _____

Description _____

b. Name of component _____

Description _____

c. Name of component _____

Description _____

d. Name of component _____

Description _____

e. Name of component _____

Description _____

f. Name of component _____

Description _____

g. Name of component _____

Description _____

h. Name of component _____

Description _____

7. Do you administer any type of formal knowledge or performance test for any of these components?

_____ Yes

_____ No

If yes, proceed to question 8.

If no, proceed to question 9.

8. Would you please describe these tests for me?

(Interviewer should attempt to get copies of available tests, test manuals, and scoring keys.)

a. Name of component _____

Description of test _____

b. Name of component _____

Description of test _____

c. Name of component _____

Description of test _____

d. Name of component _____

Description of test _____

e. Name of component _____

Description of test _____

f. Name of component _____

Description of test _____

g. Name of component _____

Description of test _____

h. Name of component _____

Description of test _____

9. Which of the components have you found most effective? Least effective? Why?

10. To date, what are the most significant changes that you have made in your curriculum? (Probe for reasons changes were made.)

11. What type of orientation procedure do you use with each new group of trainees? (e.g., pep talk by the chief, film, group "Who I Am," etc.)

12. I'd like you to take a few minutes to think back over all the family crisis intervention trainees you've seen so far. Try to think of one trainee who showed especially good potential for crisis intervention and one trainee who showed especially poor potential for crisis intervention. How did these two individuals differ? (Probe for differences in things they said, things they did, years on the force, physical size, age, etc.)

C. SIGNIFICANT EVENTS

1. Now I'd like you to think back over the months since the April (1974) Seminar conducted in New York City by Dr. Morton Bard. Try to think of all the events since April which may have had either a strong positive or negative effect on your family crisis intervention program. For example, a new police chief, some change in the city administration, a major natural disaster, a hold up in your funds, and so on.

	<u>Description of Event</u>	<u>Effect of Event on Program</u>	<u>Date</u>
a.	_____	_____	____/____/____
	_____	_____	
	_____	_____	
b.	_____	_____	____/____/____
	_____	_____	
	_____	_____	
c.	_____	_____	____/____/____
	_____	_____	
	_____	_____	
d.	_____	_____	____/____/____
	_____	_____	
	_____	_____	
e.	_____	_____	____/____/____
	_____	_____	
	_____	_____	
f.	_____	_____	____/____/____
	_____	_____	
	_____	_____	
g.	_____	_____	____/____/____
	_____	_____	
	_____	_____	

D. ATTITUDES/INTEREST OF PARTICIPANTS

1. How would you describe the attitudes of most of the patrolmen on the force towards the training program when it first began? (Probe for specific comments and behavior.)

2. Have the attitudes of most of the men changed since the program began?

_____ Yes

_____ No

If yes, proceed to question 3.

If no, proceed to question 4.

3. How have their attitudes changed? (Probe for specific comments and behavior.)

4. When any program like this one begins, some men are opposed to it, some men are neutral, and some men are in favor of it? How would you describe the differences among these three groups?

(Probe for differences in age, experience, rank, level of education, etc.)

Opposed

Neutral

In Favor

5. For those men who were originally neutral or opposed to the program and who are now in favor of it, what do you think changed their minds? What "sold" them on the program? (e.g., a particular guest speaker, a positive field experience, etc.)

6. For those men who were originally neutral or in favor of the program and who are now opposed to it, what do you think changed their minds? What turned them off?

E. GENERAL SUPPORT FOR THE PROGRAM

1. How would you describe the support which the family crisis intervention program has received from: (Probe for specific comments and actions).

a. The city administration _____

b. The chief and his deputies _____

c. Captains and lieutenants _____

d. Sergeants _____

e. The press _____

F. REFERRALS

1. In the past, what kind of co-operation has there been between the police department and the social service agencies in the city? (Probe for agencies that have been especially co-operative, especially unco-operative, and why.)

2. What type of system are your officers using (will your officers be using) to refer citizens to social service agencies?

3. How do you personally feel about police officers referring citizens to social service agencies? (Probe for specific reasons for feelings.)

4. How do you think most of the patrolmen in this department feel about referring citizens to social service agencies? (Probe for specific comments made by police officers regarding this issue.)

G. PROBLEMS

1. Every program like this is always plagued with problems. What are some of the more serious problems you've encountered since you assumed your role as project director (trainer)?
(Probe for problems having to do with attendance, scheduling, funding, overtime payment, long hours, responsiveness of LEAA, etc.)

This image shows a single page of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or printed text on the page.

H. ATTENDANCE DATA

Upon completion of the interview the interviewer should obtain copies of the following records:

1. Names of all men trained and the dates between which they received training.
2. Attendance records for each man who has received training (e.g., sessions missed, sessions made up, etc.)
3. Names of men dropped from the program (and why).

I. DESCRIPTION OF TRAINING FACILITIES

Upon completion of the interview, the interviewer should visit the training facilities and describe them according to the following categories:

1. Size (e.g., are the facilities large enough to handle the classes which meet there)

2. Acoustics

3. Lighting

4. Isolation (i.e., are the facilities located in a reasonably quiet place free from phone calls and other disruptions?)

5. Audio-visual facilities (describe the type of audio-visual equipment which is available; make some assessment of its quality and flexibility) _____

6. Pleasantness (e.g., are the rooms old and drab vs. modern and freshly painted, are the floors carpeted, etc.)

7. Geographical location (Is the location convenient and accessible to the trainees yet separated from the normal police department facilities?) _____

APPENDIX I

Impact Data

TABLE I-1

CITY A

Total and Family-Connected Police Injuries, Assaults, and Homicides, and Total Crime Rate,
from September, 1973 through October, 1975

BEFORE TRAINING

	1973				1974							
	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG
Number of Injuries to Police Officers	18	15	8	21	24	6	7	9	16	9	8	18
Number of Family-Connected Injuries to Police Officers	14	6	4	17	6	1	1	0	3	3	1	8
Number of Assaults	337	332	261	263	286	183	306	337	370	362	347	411
Number of Family-Connected Assaults	76	91	62	92	76	49	75	95	70	111	82	94
Number of Homicides	0	0	1	2	4	1	1	2	1	0	1	0
Number of Family-Connected Homicides	0	0	1	0	1	0	0	1	1	0	0	0
Total Crime Rate	1153	930	959	901	862	771	1012	1099	1160	1174	1290	1427

TABLE I-1

(continued)

AFTER TRAINING

	1974					1975									
	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP	OCT	
Number of Injuries to Police Officers	7	12	11	10	8	5	13	15	6	8	17	15	9	8	
Number of Family-Connected Injuries to Police Officers	2	7	5	3	6	2	6	1	3	5	7	6	2	3	
Number of Assaults	343	344	244	296	227	242	321	306	343	441	501	500	439	516	
Number of Family-Connected Assaults	68	89	93	106	80	92	107	91	106	107	149	145	120	132	
Number of Homicides	1	0	1	0	1	0	1	0	0	1	1	0	0	2	
Number of Family-Connected Homicides	0	0	0	0	1	0	0	0	0	0	1	0	0	2	
Total Crime Rate	1168	1213	1072	1178	1117	1044	1131	1108	1260	1545	1629	1844	1516	1600	

TABLE I-2

CITY B

Total and Family-Connected Police Injuries, Assaults, and Homicides, and Total Crime Rate,
from September, 1973 through September, 1975

BEFORE TRAINING

	1973				1974								
	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP
Number of Injuries to Police Officers	3	5	2	13	6	4	4	6	6	10	2	5	4
Number of Family-Connected Injuries to Police Officers	0	0	2	8	4	4	0	0	5	7	1	4	3
Number of Assaults	170	152	121	119	140	123	131	155	174	163	149	193	156
Number of Family-Connected Assaults	20	23	28	29	20	37	24	27	36	34	22	33	49
Number of Homicides	1	0	0	0	2	3	1	2	2	0	1	1	1
Number of Family-Connected Homicides	0	0	0	0	0	3	1	1	0	0	1	0	0
Total Crime Rate	964	961	889	856	684	661	701	788	925	898	972	988	932

TABLE I-2

(continued)

AFTER TRAINING

	1974				1975							
	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP
Number of Injuries to Police Officers	5	5	5	5	19	3	6	3	6	9	7	6
Number of Family-Connected Injuries to Police Officers	1	1	0	1	2	1	1	0	3	4	4	1
Number of Assaults	138	140	140	118	118	144	135	212	197	196	172	166
Number of Family-Connected Assaults	48	21	30	41	51	67	39	56	41	44	44	46
Number of Homicides	0	2	1	3	0	1	0	0	2	0	0	1
Number of Family-Connected Homicides	0	1	1	0	0	0	0	0	0	0	0	0
Total Crime Rate	862	824	967	859	799	916	1004	1360	1559	1502	1386	1303

TABLE I-3

CITY C

Total and Family-Connected Police Injuries, Assaults, and Homicides, and Total Crime Rate,
from September, 1973 through November, 1975

BEFORE TRAINING

	1973				1974								
	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP
Number of Injuries to Police Officers	9	7	4	7	10	5	6	8	5	6	9	5	3
Number of Family-Connected Injuries to Police Officers	5	2	2	2	5	0	0	1	2	4	3	1	0
Number of Assaults	163	121	109	114	118	133	118	117	140	135	142	119	133
Number of Family-Connected Assaults	49	29	30	24	37	41	22	30	50	37	42	31	28
Number of Homicides	0	2	5	2	3	2	8	1	5	5	3	3	2
Number of Family-Connected Homicides	0	1	0	2	0	1	3	1	3	2	0	0	0
Total Crime Rate	1238	1177	1172	1304	1273	1279	1249	1098	1115	1134	1370	1316	1249

TABLE I-3

(continued)

AFTER TRAINING

	1974						1975							
	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP	OCT	NOV
Number of Injuries to Police Officers	5	11	8	6	7	17	4	4	7	3	5	3	3	7
Number of Family-Connected Injuries to Police Officers	1	3	3	1	1	8	0	0	4	0	2	2	0	0
Number of Assaults	145	119	106	128	86	93	83	147	156	130	131	98	123	118
Number of Family-Connected Assaults	30	24	26	28	14	17	17	25	17	18	36	17	25	20
Number of Homicides	1	3	4	1	1	2	3	4	1	2	8	3	4	2
Number of Family-Connected Homicides	0	0	0	0	0	1	0	2	0	0	2	1	3	1
Total Crime Rate	1198	1116	1134	1237	1023	920	874	1117	1109	1137	1227	1087	1097	1055

TABLE I-4

CITY D

Total and Family-Connected Police Injuries, Assaults, and Homicides, and Total Crimes Rate,
from September, 1973 through September, 1975

BEFORE TRAINING

	1973				1974									
	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP	OCT
Number of Injuries to Police Officers	0	0	0	1	1	0	2	5	3	6	6	6	1	6
Number of Family-Connected Injuries to Police Officers	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Number of Assaults	118	107	96	117	83	87	110	143	146	110	119	113	100	117
Number of Family-Connected Assaults	29	25	25	31	21	22	21	23	26	18	22	42	23	20
Number of Homicides	3	0	1	1	4	5	1	6	4	4	1	3	3	5
Number of Family-Connected Homicides	2	0	0	0	2	3	0	3	0	3	1	1	1	2
Total Crime Rate	362	385	409	381	445	427	395	418	373	371	434	491	474	485

TABLE I-4

(continued)

AFTER TRAINING

	1974		JAN	FEB	MAR	APR	1975		JUL	AUG	SEP
	NOV	DEC					MAY	JUN			
Number of Injuries to Police Officers	3	7	8	0	8	5	3	0	6	1	2
Number of Family-Connected Injuries to Police Officers	0	0	0	0	0	0	0	0	0	0	0
Number of Assaults	93	129	105	121	120	108	127	153	112	142	103
Number of Family-Connected Assaults	18	28	14	22	26	30	22	32	16	27	12
Number of Homicides	0	5	2	4	1	3	3	2	3	1	0
Number of Family-Connected Homicides	0	0	1	2	0	1	0	0	1	0	0
Total Crime Rate	494	579	673	620	553	703	722	706	873	823	706

TABLE I-5

CITY E

Total and Family-Connected Police Injuries, Assaults, and Homicides, and Total Crime Rate,
from September, 1973 through March, 1975

BEFORE TRAINING

	1973					1974											
	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP	OCT	NOV	DEC	
Number of Injuries to Police Officers	10	9	12	2	2	2	8	9	16	3	5	10	11	5	4	7	
Number of Family-Connected Injuries to Police Officers	0	0	1	0	0	1	0	1	0	0	1	1	0	*	*	*	
Number of Assaults	137	196	172	190	221	156	163	150	170	198	241	231	211	176	158	154	
Number of Family-Connected Assaults	26	48	28	49	35	23	23	33	35	28	35	31	24	32	22	30	
Number of Homicides	18	22	20	25	17	16	16	16	15	19	22	23	18	19	16	30	
Number of Family-Connected Homicides	5	2	3	6	2	5	2	2	1	0	5	1	5	2	1	3	
Total Crime Rate	3067	3383	2981	3195	3640	3089	3664	3171	3434	3285	3551	3805	3340	3681	3455	3755	

* Data not available.

TABLE I-5

(continued)

AFTER TRAINING

	1975		
	JAN	FEB	MAR
Number of Injuries to Police Officers	13	8	10
Number of Family-Connected Injuries to Police Officers	*	*	*
Number of Assaults	168	149	207
Number of Family-Connected Assaults	22	32	40
Number of Homicides	20	20	14
Number of Family-Connected Homicides	3	5	2
Total Crime Rate	4099	3820	3670

*Data not available.

TABLE I-6

CITY F

Total and Family-Connected Police Injuries, Assaults, and Homicides, and Total Crime Rate,
from September, 1973 through October, 1975

BEFORE TRAINING

	1973					1974									
	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP	OCT	NOV
Number of Injuries to Police Officers	17	12	18	9	7	43	13	6	10	9	7	22	20	17	*
Number of Family-Connected Injuries to Police Officers	0	2	0	0	0	0	1	1	1	3	0	0	0	0	1
Number of Assaults	*	151	166	140	183	261	203	197	187	209	223	216	207	174	189
Number of Family-Connected Assaults	*	18	22	16	33	43	26	28	18	35	22	31	17	16	32
Number of Homicides	20	16	17	13	18	20	13	16	14	7	12	11	16	8	12
Number of Family-Connected Homicides	5	3	5	2	3	1	3	4	4	3	1	2	4	1	2
Total Crime Rate	3118	2835	2832	3030	2953	3090	3354	2896	3236	2864	3886	3833	3044	3860	2972

* Data not available.

TABLE I-6

(continued)

	BEFORE TRAINING					AFTER TRAINING						
	1974					1975						
	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP	OCT	
Number of Injuries to Police Officers	*	*	*	*	14	22	38	11	33	15	18	
Number of Family-Connected Injuries to Police Officers	0	4	0	1	1	0	2	0	0	0	0	
Number of Assaults	146	164	187	204	173	197	211	203	193	211	182	
Number of Family-Connected Assaults	27	24	21	32	14	23	23	19	9	16	9	
Number of Homicides	14	11	20	14	12	3	9	0	16	4	10	
Number of Family Connected Homicides	2	1	4	1	1	1	3	0	1	0	2	
Total Crime Rate	3788	3721	3558	3896	3311	3501	3371	3588	3401	3068	3004	

*Data not available.

END

7 ables/more