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BALTIMORE CITY
CRIME PREVENTION
PROGRAM
for the
ELDERLY

IMPLEMENTATION and EVALUATION REPORT

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FEBRUARY, 1977

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To the Baltimore City Bureau of Purchases, for their guidance in providing a successful method of contractor selection;

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And, to the staffs of the Coordinating Council on Criminal Justice and the City Commission on Aging and Retirement Education, our appreciation for the patience and perseverance displayed throughout this important effort.

F O R E W O R D

Baltimore's Crime Prevention Program for the Elderly has been a well-coordinated project utilizing a successful method for assisting senior citizens concerned about crime. The Program provided an innovative approach to educating elderly City residents in ways to reduce crime and the fear it produces. It has also provided the basis for rethinking our senior citizen crime prevention efforts and will serve as the foundation for future programs.

This crime prevention program provided a unique opportunity for planning, implementation, and evaluation of a successful effort. From the outset, the Coordinating Council on Criminal Justice, Commission on Aging and Retirement Education, and the Baltimore Police Department combined their technical expertise and sensitivity to the concerns of elderly City residents to produce a viable program. The contractor displayed creativity and enthusiasm throughout the production and presentations of the video-taped crime prevention sessions around the City. Senior citizens themselves reported that they were learning new information from the training sessions that could be applied to their personal lives. As a result, we are confident that fear of crime among our senior citizens can continue to be reduced.

We hope this evaluation will allow others to benefit by our experiences. It is intended to be a source document for future senior citizen crime prevention efforts.

Due to his understanding of the need to produce pragmatic evaluations for use in administrative decision-making, a special thanks is due to Daniel J. Lipstein, Associate Director for Evaluation, for coordinating this effort.

Richard W. Friedman

December, 1976

INTRODUCTION

Over the last several years there has been increasing national attention to the problem of senior citizens becoming victims of violent crime.¹ Police, courts, criminal justice planners, organizations working on behalf of the elderly, and several representatives of the mass media have attempted to define the problem more clearly and develop appropriate system-wide responses. However, there is a lack of standard information available across the country on crime victimization of the elderly.

As Baltimore City analyzed the patterns of crime against the elderly, the limitations of the Federal Bureau of Investigation's Uniform Crime Reports became evident. This data did not provide sufficient detail to warrant large expenditures of funds. The fear of crime and non-reporting of crime victimization by persons over 60 years of age was not well documented. It was evident, however, that senior citizens throughout the City were concerned and numerous letters, meetings, and telephone calls to the Mayor and Police Department called for a crime prevention effort developed specifically for elderly City residents. It was obvious to all

¹There are widely different reports concerning the extent of elderly criminal victimization. Chicago reports an average or lower than average victimization rate (Time Magazine, page 22, November 29, 1976). Houston, Texas has reported a victimization rate of 29.8% for persons 65 years of age, and older (Criminal Victimization of the Aged, Forstar and Kitchens, School of Community Service, North Texas State University, 1974 - page 10). Another discussion states that victimization is low among persons under twenty years of age, peaks between twenty and fifty years, and declines after fifty (Phillip H. Ennis, "Criminal Victimization in the United States: A Report of a National Survey", President's Commission on Law Enforcement and the Administration of Justice, Field Survey #II- Washington, D.C., Government Printing Office, 1967).

that a police officer on every corner was not the solution.

Baltimore's Mayor William Donald Schaefer charged his Coordinating Council on Justice with developing a crime prevention program for senior citizens that would reduce excessive fear and minimize future criminal victimization. Most importantly, older Baltimoreans have an important part to play in City life and their excessive fear of crime contributed to a less satisfying and restricted life-style.

The Crime Prevention Program was developed by the Coordinating Council and the Baltimore City Commission on Aging and Retirement Education for the Elderly. This program presents an active and involved role for senior citizens in preventing their own victimization. As the City's initial coordinated effort in this area, the program also serves as a foundation for other senior citizen crime prevention and education efforts in Baltimore.

The Baltimore Crime Prevention Program is being replicated in other cities and many jurisdictions around the country are exploring various alternative models of this unique program. The purpose of this report is to share the project's strengths and weaknesses and provide detailed information concerning project development, implementation and evaluation. It is hoped that this report will provide assistance to other cities and counties throughout the country interested in developing a useable crime prevention program for the highly vulnerable senior citizens population.

The evaluation of Baltimore's Crime Prevention Program for the Elderly was supported by High Impact Anti-Crime Program funds provided the the Law Enforcement Assistance Administration, U. S. Department of Justice, and awarded by the Maryland Governor's Commission on Law Enforcement and the Administration of Justice. The findings and conclusions in this report reflect the work of the Coordinating Council and do not represent the official position of the Maryland Governor's Commission or LEAA. Their assistance in this effort, however, is greatly appreciated.

CRIME PREVENTION PROGRAM FOR THE ELDERLY

HISTORICAL DEVELOPMENT

Criminal victimization of older Baltimoreans is a major concern of the Mayor, the Coordinating Council on Criminal Justice, and the Commission on Aging and Retirement Education. The effect of crime on the City's elderly population is a genuine source of fear for older persons; their limited financial resources, physical vulnerability, and recuperative powers make criminal victimization a particular hardship.

At the direction of Mayor William Donald Schaefer, the Commission on Aging and the Mayor's Coordinating Council initiated discussions for developing an instructional crime prevention program for the elderly in late 1974. Different types of crime prevention programs were reviewed and evaluated. However, most of the approaches utilized in other jurisdictions were not specifically developed for an "elderly audience" and were not overtly concerned with reducing the fear of crime. The Neighborhood Watch Program, for example, coordinates persons living in close proximity to each other in order to observe each others homes and minimize burglary. This program has been effective for burglary prevention in many areas across the country, but is applied to all families, not specifically older persons. An interesting, media-oriented educational program developed specifically for senior citizens in Baltimore appeared to be appropriate.

The project was funded by High Impact Funds (LEAA) awarded through the Maryland Governor's Commission on Law Enforcement and the Administration of Justice. The High Impact Program was the federal government's first emphasis on crime-specific planning and allowed this project to concentrate specifically on assault, robbery and burglary and the victimization pattern for these crimes among Baltimore's senior citizen population. The senior citizen crime prevention project became one component in the Citizens Involvement area, the last program funded under the Impact guidelines.

The initial programmatic and time frame guidelines for the implementation of the Crime Prevention Program for the Elderly were developed in conjunction with a local college in early 1975. These basic guidelines included tape production, lesson plan development, and service delivery techniques. A technology transfer conference for information exchange was to be presented to a national audience at the conclusion of the project in September 1976.

In February 1975, the Mayor's Coordinating Council submitted a contract for a Crime Prevention for the Elderly Project as a sole source procurement request to the Governor's Commission on Law Enforcement, and the Law Enforcement Assistance Administration. The sole source request was eventually rejected in favor of competitive bidding in August 1975. This change of procedure delayed production, but the active interest of Baltimore's Mayor William Donald Schaefer in the Crime Prevention Project for the Elderly moved the project toward implementation.

In May 1975, a general problem statement for a grant application was issued by the Mayor's Coordinating Council on Criminal Justice and Commission on Aging and Retirement Education announcing the development of a Crime Prevention Program for the Elderly. Target areas for program presentation were chosen by combining available 1970 Census Data with a Crime Density Survey. The Census Data was used to determine the geographic concentration of elderly citizens in Baltimore City. The Crime Survey ranked neighborhoods in Baltimore according to their "crime potential" or the incidence of criminal activity and was utilized to establish scheduling priorities. Efforts were made to present the program to persons living in areas with high senior citizen population correlated with crime victim data; however, intense fear of crime in elderly City residents also exists in areas with less crime and was considered in planning presentation schedules.

Chart 1
Initial Project Completion Schedule
February 1975

Activity	Completion Period
Tape and printed material design a production	Three (3) weeks
Review and Editing	Two (2) weeks
Field Delivery	One (1) year

On September 15, 1975, a meeting between the Coordinating Council on Criminal Justice, the Commission on Aging, and Baltimore City Bureau of Purchases established the competitive bidding procedure that would comply with Federal, State and Local requirements (see Chart 2).

Chart 2
Schedule for Competitive
Bidding Process

Planned Date (1975)	Activity Center	Actual Date (1975)
September 17	Submit Proposal to Baltimore City Board of Estimates	September 17
September 19	Mail Proposal to Bidders	September 17
October 6	Pre-Bid Conference	September 26
October 15	Receipt of Bids	October 8
October 22	Award of Contract	November 8
November 1	Implement Contract	November 10

The Contract Proposals for the project were mailed to prospective bidders on September 17, 1975. The project had been developed to the extent that the Request for Proposal (RFP) specified that the program would consist of three-week cycles, each cycle containing three 90-minute sessions, delivered one per week for three weeks. Each session would focus on one crime - burglary, robbery, or assault--and it was anticipated that 2000 senior citizens would participate in the project. These items were all pre-program information and required in the Contract Proposal.

The pre-bidder's conference was held on September 26, 1975, and was attended by seven private vendors and one government agency (National Council on Aging). In accordance with standard bidding procedures, the purpose of the meeting was to answer any questions or concerns of vendors and/or agencies interested in submitting proposals for the Crime Prevention Project. Meeting representation ranged from government senior citizen agencies to private public relations firms.

Two bid proposals were received, and the contract was awarded on November 8, 1975 to the lowest bidder, Eisner & Associates, Baltimore, Maryland, a local public relations firm.

An initial organizational meeting was held between the Contractor, Mayor's Coordinating Council, Police Department and Commission on Aging on November 10, 1975. This meeting was the first of many on-going efforts to insure that the program was both authentic and relevant to our target population.

Production continued throughout the months of November and December 1975. The scripts were written in close cooperation with the criminal justice and senior citizen advisors. The films were completed by a professional film company and emphasized areas and social situations familiar to Baltimore's elderly residents.

The consultant began development of the crime prevention lesson plans at the same time that scripts for the video-tapes were being prepared and scheduling the program was being arranged for presentations throughout the City. The sessions were scheduled in eight phases, each phase consisting of one 60 - 90 minute session per week for three weeks (as contained in the initial Contract Proposal).

On February 9, 1976, a one-day training session was held by the Coordinating Council, Commission on Aging, and consultant contractor in order to introduce group leaders to the program. Representatives from the groups and agencies to whom the program was to be presented supplied group leaders. Approximately fifty group leaders were instructed in the purpose of the program, the highlights of the presentations, the operation of the video equipment, and to assist with distribution and completion of the evaluation surveys (see Appendix, page__). The group leaders at each project site were evaluated throughout the program by the Instructor.

Actual implementation of the program began in February 1976. The attendance goal of 2,000 senior citizens in the project's 55 presentations was achieved (1992 project participants attended all three sessions, many more senior citizens were present during one or two of the three sessions). Information presented at the prior session was reinforced in each successive class, and at the third and last session a summary booklet was distributed. The letters and comments that were received in response to the program were both supportive and complimentary (see Appendix, page__).

The Technology Transfer Conference scheduled for September 1976 was cancelled due to lack of response. Although 360 self-addressed, stamped, post cards were distributed to major cities throughout the country, only 62 cards had been returned by June 10, 1976, with 48 positive responses. We,

therefore, decided to share the project information through publication of a combination descriptive manual and evaluation report of the Crime Prevention Program for the Elderly. Hopefully, this report will facilitate project replication and present subjective and objective evaluation results.

The Director of Baltimore's Commission on Aging and Retirement Education also participated in the 26th Annual Conference of the National Council of Aging in Chicago on September 26, 1976, highlighting the development and implementation of Baltimore's Senior Citizen Crime Prevention Program. There was significant interest in the videotaped session and evaluation report. In addition, an article outlining this project will soon appear in a national senior citizen publication.

PROGRAM DEVELOPMENT

Initial Meeting

The development of the Crime Prevention Program for the Elderly began shortly after contract award with a meeting on November 10, 1975 between Consultant, Baltimore Police Department, the Mayor's Coordinating Council on Criminal Justice, and the Commission on Aging and Retirement Education. The objective of this meeting was to establish a specific project strategy for completion dates, tasks and appropriate responsibilities. A second project objective was to develop a mutually agreeable liaison procedure to facilitate project activity. The time frame for implementation established by the Consultant is described in Chart 3. The contributions and suggestions from individuals and agencies were incorporated as much as possible into the project plan. This early consultation with the participating agencies facilitated effective communications and avoided time delays. It was also a useful procedure in the early implementation stages of the project.

In accordance with the crime-specific priorities of the Impact Program, the Baltimore Police Department offered suggestions concerning the target crimes in order to make the video presentation of these crimes more instructive and realistic. The incorporation of police expertise in the victimization area of the program improved technical accuracy of the crime scenes and preventive value of the project. Members of the Coordinating Council and the Commission on Aging expressed a need for the consultant to develop a program with criminal and victimization authenticity, as well as relevance and appeal to senior citizens. Program development, therefore, was particularly sensitive to insure that the included crimes and prevention tips were realistically related to fears and abilities of the elderly to prevent or avoid crime. At this early stage in the crime prevention program development, the basic educational nature of the presentations was emphasized. The crime types were

Project Implementation Plan

Date	Phase	Consultant Assignment	City Assignment
November 24 (1975)	Scripting of three training tapes		
24	Drafting of Program Summary Manual		
30	Review by the City		
December 4	Revision		
6	Casting		
15	Mechanical for Manuals		
27	Filming		
27	Printing of Manuals (by the City)	*Consultant and City representative names were placed opposite the appropriate activity.	
January 10 (1976)	Editing and mixing of tapes		
10	Review of filming		
10	Begin scheduling		
30	Presentation of the entire package		
February 9	Orientation of delivery teams		
15	Final shakeout		
16	Begin field delivery		
August 20	End field delivery		
February 16 through August 20, 1976: 24 weeks, or eight 3-week cycles.			
Deleting weeks of April 12 (Passover, Good Friday)			
May 31 (Memorial Day)			
July 4 (Independence Day)			
Making 10 presentations per week, 30 individuals each:			
$10 \times 30 \times 8 = 2,400$ persons			

examined, in detail, with specific attention to the victim's role in precipitating the crime. This instructional method was essential for the fulfillment of two (2) major program objectives.

- (1) To reduce fear of victimization by promoting a basic understanding of crime causation.
- (2) To encourage preventative action against victimization through basic "common sense" suggestions and reminders.

This initial strategy meeting combined the crime and victimization expertise of the Police Department and Coordinating Council, the special knowledge of the Commission on Aging, crime problems of primary concern to the elderly, with the field-delivery experience of the Consultant. The project's primary focus was an explanation of ways victims unknowingly increase the likelihood of a crime being committed and realistic approaches to preventing this from occurring. It was felt that this educational approach would significantly reduce the fear of crime among elderly City residents, our primary task.

Scriptwriting

The scripts for the filmed sequences of the Crime Prevention Program for the Elderly were developed in November 1975. The writers initially researched the target crimes through data provided by the Baltimore Police Department. The Mayor's Coordinating Council on Criminal Justice requested that an ex-offender provide consultation on techniques of burglary, robbery, and assault. This person's advice on the realistic representation and enactment of these crimes was incorporated into the final script.

After collecting sufficient technical information on criminal behavior and techniques, the scriptwriters consulted with representatives from senior citizen groups in order to become familiar with the specialized interests and needs of older Baltimoreans. This data enabled a media presentation that was

specifically focused on senior citizen concerns. The lifestyle of the elderly, and the restrictions imposed on the elderly person's lifestyle by the fear of crime, could only be adequately communicated by persons and agencies intimately familiar with these concerns. .

Utilizing the information obtained from consultation with criminal justice and senior citizen professionals, the writers began to develop the actual script. The sequences in the script are in two categories:

(1) scenes of classroom discussion among elderly citizens were created. The discussion method is used to lead into the filmed crime sequences and "real" class discussions on additional crime prevention topics (under the "real" instructor's direction); and, (2) situations are enacted from start to finish, revealing the sequence of events resulting in a successful criminal "victimization". The same situations are repeated with specific avoidance actions for the elderly person which prevent the victimization. The objective is to encourage the class participants to consciously become aware that there are rational methods to lessen their potential for becoming a victim of crime.

The classroom instructor was obviously an essential part in the development of the scripts. His participation in the earlier phases of the scripting, and the simultaneous development of lesson plans assured a related and interwoven presentation of crime prevention instruction (see Appendix, page). The videotape led smoothly and logically into classroom discussion. After expanding concepts introduced in the tapes, and adding information relevant to the topic, classroom discussion returned to the videotapes. The script development was, at this point, reviewed and approved for both technical accuracy and integral incorporation into project presentation.



Filming

In transforming the scripts into a visual presentation the sequences were initially filmed and, subsequently, transferred to 3/4" videotape. Due to the flexibility and durability of video-tapes, this method of presentation was considered superior to other methods (i.e., film, slides). The videotape playback mechanism also allowed the re-run of a scene for discussion, clarification and emphasis on specific areas of audience concern. Two twenty-four (24) inch videotape monitors were utilized in classroom delivery.

The filming was accomplished by a professional company. In the development of films from the scripts, monitoring by City representatives assisted in preserving the technical accuracy of the presentation. A Police Officer and a Mayor's Coordinating Council on Criminal Justice representative were present at the filming as advisors to approve modifications in the script necessary to the filming procedure.

The films contain several unique features which are primary factors in audience interest and identification with the media presentations. Only three professional actors were used in the films. The rest of the cast - the criminals, victims, and discussion participants - were members of the Baltimore Police Department, or were Baltimore senior citizens and/or residents. Officers from the Police Department's narcotics squad, detectives, and community relations personnel were "criminals and victims". Fifteen senior citizens recruited through the Commission on Aging acted the roles of "victims" and participated in the class discussion scenes.

The use of the volunteer "elderly" actors created an "appeal" of the film to the Baltimore senior citizens as well as reducing the production costs. However, the relative inexperience of these "actors" necessitated frequent "retakes" during the filming process. In one case, a seventy year old man had to climb into and out of bed almost twenty times before a burglary

scene was successfully completed! The final filmed product was quite satisfactory; the use of "local talent" favorably contributed to interest and learning in the total Crime Prevention Program. Additional realism was gained by enacting criminal victimization scenes in familiar neighborhoods. Baltimore streets, stores, apartments, and houses were recognizable and increased audience attention and identification with the filmed sequences. A public transit bus, utilized to demonstrate safety tips for riding public transportation vehicles, is an example of gaining audience attention by providing a familiar background.

While the element of familiarity increased the value of the sequences, the logistics of filming crime sequences on busy streets created difficulties. Traffic and pedestrians were effectively diverted from the filming area by the Baltimore Police Department. However, in one instance, a shopper failed to notice the filming equipment, and, witnessing an in-progress "purse snatching", became quite upset. The situation was quickly brought under control by project staff, yet served to illustrate the complexities of on-site film production in this project. In general, the benefits of using the city scenes and residents exceeded the technical difficulties and integrally enhanced the program authenticity.

Scheduling

Schedules for presentation of the Crime Prevention Program should be established at least 60 - 90 days in advance. Scheduling should include a confirmation of the presentation approximately seven days prior to the established date.

The Baltimore Program experienced a significant number of scheduled presentations that were either postponed or completely cancelled. The procedure for scheduling should be standardized prior to contacting interested organizations or persons. In addition to presentation confirmation one week

prior to presentation, contacting the group representative one day preceding the first class session would prevent the occurrence of errors in scheduling. The Consultant suggested that re-scheduling and cancellation posed a significant time-consuming problem. Scheduling should be the responsibility of a government agency responsible for senior citizen programming.

Presentations were scheduled for Tuesday, Wednesday, and Thursday at 10:00 a.m. and 2:00 p.m., leaving Mondays and Fridays for unscheduled presentation requests or emergency changes.

The Commission on Aging and Retirement Education provided the Consultant with a list of agencies interested in program presentation. The organizations and agencies on the list were located appropriately throughout the City in relation to crime rate and elderly population (see Appendix, page__).

Teaching Techniques

The classroom instructor responsible for teaching the Crime Prevention sessions also developed the lesson plans. In addition to the taped sequences supplemental material had been suggested by City agencies in coordination with the Consultant. Supplementary subject matter included direct deposit of Social Security Check, preventative tips while driving an automobile, etc. The entire value of the course was dependent on the "teaching" ability of the instructor.

The three sessions lasted sixty-ninety minutes each, depending on the amount of class discussion. The three sessions were presented in the sequence of robbery, burglary, and assault. The standard procedure for course instruction was:

1. Introduction of Instructor (Questionnaire - first class only).
2. Course outline and objectives.
3. Review of Previous Information (2nd and 3rd classes only);
4. Discussion of preventative measures taken since last class;

5. Discussion of new information (includes group discussion and role playing);
6. Conclusion (Questionnaire - third class only)

The goals of the course for the participants, as described by the Instructor, were.

1. Decrease the risk of being a victim of crime; and,
2. To develop a more security conscious attitude.

Review of previous information occurred in the second and third classes. The second class, for example, began with a review of robbery, although burglary was the topic crime. Senior citizens would role-play scenes that had been viewed on videotape at the previous session. An emphasis was placed on patterning responses that utilized measures suggested in the class presentation of the previous week. Preventive measures that had actually been taken against burglary were also discussed and shared between participants.

Discussion of the topic crime for the class would incorporate lecture and role playing. The participants were confronted with problem situations to which solutions had not yet been suggested by the class presentation. In the robbery sequence, for example, an elderly Baltimorean was pretending to be at home. The instructor attempted to gain entrance into the "home", claiming to be an accident victim, a salesman, or a utility repairman. The participant made responses, some of which allowed the instructor into the home, an undesirable decision. The videotape sequences were then shown. The same situations were re-enacted on the videotape, but no decision to allow the person into the home was made. The tape sequences were then stopped and discussion followed concerning appropriate responses. The videotaped "correct response" was then revealed. Role playing was repeated, utilizing and reinforcing the "correct" taped methods. Discussion concerning

questions or other information needs of the participants followed.

The burglary class also included discussion on labeling valuables through Operation Identification and maintaining a residence while on vacation, which was information not conveyed in videotape sequences.

The ability of the instructor is essential to the success of program presentation. His skills must include role playing, traditional lecturing, and the ability to communicate clearly. In addition, there must be the capability to motivate and sustain the interest of senior citizens on an understandable level.

The instructor must be empathetic to the needs of senior citizens. His presentation must be flexible and sensitive to the informational needs and methods of communication of elderly people. An instructor with energy, commitment, and a true interest in the welfare of senior citizens will maximize the effectiveness of this crime prevention program.

Summary Manual

At the end of the last crime prevention session, participants were given a manual that summarized the crime prevention "tips" of the three classes.

The contents of the manual were written by the consultant, Commission on Aging and the Criminal Justice Coordinating Council. The final proofs for printing were produced by the Consultant with printing expenses incurred by the City. It was prepared prior to class presentations.

The size of the manual is approximately 4" X 8" and is printed in large pica type. The booklet is intentionally produced in this size to facilitate handling and reading by the participants.

The manual summarized the most important crime prevention tips of the three day course. Telephone numbers that related to the sessions

were also included (for example, police, ambulance, fire department, housing needs, social security information, Operation I.D., etc.) The function of the manual was to provide participants with a reference manual to help remember meaningful parts of the sessions.

It is specifically mentioned in the booklet that "this pocket manual summarizes for permanent reference the crime prevention measures presented to Senior Citizen Groups as part of a program administered by the Baltimore City Mayor's Coordinating Council on Criminal Justice, in conjunction with the Baltimore City Commission on Aging and Retirement Education." It was emphasized that the booklet was not a separate publication, but its usefulness depended on participation in the Crime Prevention Program for the Elderly.

Videotape Equipment

While the results of using the videotapes in classroom presentations were quite favorable, the logistics of equipment transportation exceeded cost projections. Two twenty-four inch color television monitors assured proper visibility for the participants. The cost per television monitor was \$725.00 (or \$1,450.00 total). Transportation arrangements for the two television monitors and stands, and the Sony 2,000 videotape player utilized in field delivery necessitated a rental truck, and an additional laborer. These costs increased the project cost by \$4,000.00, to provide presentations at decentralized site locations. However, the quality and size of the television playback equipment should not be considered a minor or secondary issue. The television size and clarity of sound and visual images are key factors in the presentation of a cohesive, understandable program.

DISCUSSION

Program Attendance

The attendance objective of the program was 2,000 elderly persons.

The final total for attending the complete program was 1,992 persons.

The geographic distribution of program presentation in relation to crime rates and elderly citizen residence in Baltimore City can be found in Appendix, page___. The Consultant noted that, although an effort was made to average 30 persons per three-week session, class size seemed to have little influence on class learning. The average class size was 36 persons with an actual attendance range of 11 - 65 participants. Future class scheduling could include class sizes of 60 senior citizens.

Questionnaire Analysis

The Mayor's Coordinating Council on Criminal Justice constructed an evaluation questionnaire to measure learning that occurred as a result of Program participation. The questionnaires included information presented in the videotapes and lesson plans, as well as personal discussions with the instructor. The major points emphasized in the program were listed and selected on a priority basis for questionnaire inclusion (see Questionnaires, Appendix, page__).

A total of fifteen questions were pre-and post-tested (see Appendix, page__). These questions were designed to cover the areas of assault, burglary and robbery with equal emphasis.

The pre-program questionnaires were distributed immediately prior to the first class presentation. If necessary, the instructor and group leader helped the participant complete the form. Assistance was necessary where the individual did not have sufficient reading or writing skills. In some instances, the participant could not read the information due to poor eye-

sight. The post-program evaluation questionnaire was distributed and collected similarly, after the third and final session had been completed.

Although an average of 1,992 persons attended the three sessions for each cycle, some persons attended one or two sessions only. Subsequently, there was difficulty in matching pre-post tests by individual participants.

Approximately 1,108 or 56%, of total project participants completed and returned pre and post (or a total of 2,216) questionnaires. Visual examination of the data revealed extensive statistical differences.* As a result, only matched questionnaires were prepared for computer analysis. There were 663 participants who completed both pre and post questionnaires. The resulting 1,326 (663×2) questionnaires were used for the computerized statistical analysis and represents 33% of the average total program attendance.

Computer Analysis of Matched Questionnaires

There were eight separate three-week phases. The data was analyzed for each individual phase, as well as for totals through all phases. The computer analysis was edited for sample reliability. The data was analyzed by one-way analysis of variance of phases and a z-test for difference of means with a dependent sample.

There was considerable statistical significance in the matched questionnaires, revealing an average increase of three additional correct answers per person after attending the sessions. Chart 4 reveals significance at the $> .01$ confidence level for each question when examined as a total of all phases. Variations between phases were relatively consistent with the exception of Phase III, which had significance on only two of the fifteen questions. Data collection, improper completion instructions or compilation errors are possible explanations.

* This data will not be discussed in this report, but is statistically representative of the computerized analyses.

Chart 4

SIGNIFICANCE LEVELS FOR TOTAL MATCHED
PRE-POST EVALUATION QUESTIONS

Question Description ^a	t ^b
1. Do you stand by the alarm button on elevators	11.66**
2. Is it alright for you to carry spare money in case of an emergency?	11.00**
3. An example of a robbery is - (four choices).	12.50**
4. The emergency phone number of the Baltimore Police Department is - (four choices)*	9.50**
5. The best kind of purse to carry is - (five choices).*	14.30**
6. Do you plan the time of your trips?	5.50**
7. Do you keep a list of your credit cards or valuables?	5.60**
8. An example of burglary is - (four choices).*	5.60**
9. A good burglar alarm is cans or bottles on the windowsill.	6.60**
10. If someone is following you - (five choices).*	10.00**
11. An example of assault is - (four choices).*	3.50**
12. You could accidentally tell strangers information about your neighbors that could result in their being robbed or burglarized.	3.50**
13. It is acceptable to allow a stranger into your home - (five choices).*	10.00**
14. The best place to hide a key is - (five choices).*	5.00**
15. You should not leave radio or lights on when you are not at home because of the energy crisis.	6.50**
a. See Appendix, page_ for complete question.	
b. t score for dependent score	
* P > .05	
** P > .01	
N=663	

With the exception of Phase III, one phase showed statistical significance in fourteen questions, two phases in thirteen, one phase in twelve, and two phases in ten of the total fifteen questions (see Appendix, page_).*

* Phases V and VI are combined (due to low populations) as Phase V.

The consistency and extent of the significance levels for individual phases are quite striking, and are further reflected in the analysis of pre-post changes from one answer selection to another. Chart 5 indicates the lowest change rate to the correct answer for all fifteen questions was 20.8%, while the highest change rate to the incorrect answer is only 16.9%. Examination of the Chart shows consistently higher changes to the correct response.

The analysis results indicate a significant learning effect of the program on participants. Persons learned significant crime prevention information as a result of program participation.

Subjective Responses

There were many positive comments and letters from program participants (see Appendix, pages__ and __). No specific request was made for a favorable comment (e.g., What did you like best about the Program?) All comments were voluntary and written on the evaluation forms or mailed as a result of individual motivation. There were a large number of participants who voluntarily expressed satisfaction with the Crime Prevention Program (see Appendix, page__). While subjective impressions are neither necessarily sample representative nor capable of being statistically tested as an empirical hypothesis, it is appropriate to examine the source of these responses.

Implications

Statistical significance in the evaluation of questionnaire responses are viewed from a very positive perspective. The program was presented to a variety of ethnic groups and City-wide locations, therefore, a population bias in responses is minimal (see Appendix, page__). The learning results may dispel the popular notion that the "people who have lived in the street all their lives know what to do, you won't be teaching them anything new." This contention of "knowing the information already" supports the negative

theory that crime is a mysterious force that society is helpless to control, that crime will prey on the weak and helpless and there is little to be done in the way of prevention. In contrast, the high significance of changing to the correct answer (see Chart 5, Page__), is indicative that persons are learning and reducing unnecessary fear and anxiety by increasing their control over being victimized.

An area of potential program improvement is data collection. The method of distribution, completion and collection of the evaluation questionnaires could be improved, but is a satisfactory method with proper supervision. Comparative victimization data was not collected and the follow-up evaluation was not completed due to time limitations. Another lack of data related to elderly person attitudes. As the program related to fear reduction, a pre-post attitude measurement is appropriate. The Commission on Aging and Retirement Education should consider future appropriate victimization-fear questionnaires as part of regular crime prevention programming. A comparison of program participant and non-participant attitude responses would be important evaluative data.

However, the many positive comments received from elderly participants may be indicative of the crime prevention project capability to positively reduce fear of crime (see Appendix, page__).

Areas of meaningful project achievement are:

1. Senior Citizens were provided with information considered useful in avoiding criminal victimization. This information can meaningfully reduce unwarranted fear of becoming a victim of crime;
2. Project evaluation results indicate significant learning occurred as a result of class attendance;
3. Implementation experience resulted in modifications to improve project presentation;

ANALYSIS^a OF TOTAL RESPONSE BETWEEN
PRE AND POST-PROGRAM EVALUATION^b

Question Description ^c	Changed to Correct Answer N (%)	Same Answer N (%)	Changed to Incorrect Answer N (%)
1. Do you stand by the alarm button on elevators?	298 (44.9%)	302 (45.6%)	63 (9.5%)
2. Is it alright for you to carry spare money in case of an emergency?	290 (43.7%)	301 (45.4%)	72 (10.9%)
3. An example of a robbery is - (four choices).	201 (31.5%)	408 (61.5%)	46 (6.9%)
4. The emergency phone number of the Baltimore Police Department is - (four choices).*	187 (28.2%)	416 (62.7%)	60 (9.0%)
5. The best kind of purse to carry is - (five choices).*	358 (54.0%)	229 (34.5%)	76 (11.5%)
6. Do you plan the time of your trips?	168 (25.3%)	398 (60.0%)	97 (14.6%)
7. Do you keep a list of your credit cards or valuables?	208 (31.4%)	359 (54.1%)	96 (14.5%)
8. An example of burglary is - (four choices).*	204 (30.8%)	365 (55.1%)	94 (14.2%)
9. A good burglar alarm is cans or bottles on the windowsill.	236 (35.6%)	324 (48.9%)	103 (15.5%)
10. If someone is following you -(five choices).*	209 (31.5%)	376 (56.7%)	78 (11.8%)
11. An example of assault is - (four choices).*	160 (24.1%)	391 (59.0%)	112 (16.9%)
12. You could accidentally tell strangers information about your neighbors that could result in their being robbed or burglarized.	138 (20.8%)	432 (65.2%)	93 (14.0%)
13. It is acceptable to allow a stranger into your home - (five choices).*	269 (40.6%)	322 (48.6%)	72 (10.9%)
14. The best place to hide a key is - (five choices).*	155 (23.4%)	432 (65.2%)	76 (11.5%)
15. You should not leave radio or lights on when you are not at home because of the energy crisis.	172 (25.9%)	407 (61.4%)	84 (12.7%)
Total	3,253 (32.7%)	1,462 (55.0%)	1,222 (12.3%)

a - z-test for difference of means in dependent samples

b - total N=663 (100%)

c - See Appendix, page for complete question

4. The project was closely coordinated between involved City agencies. Coordination of appropriate responsibilities reduced replication of efforts, which increased the effectiveness of the Crime Prevention Program;

5. The program is decentralized, flexible, relatively inexpensive and can be replicated.

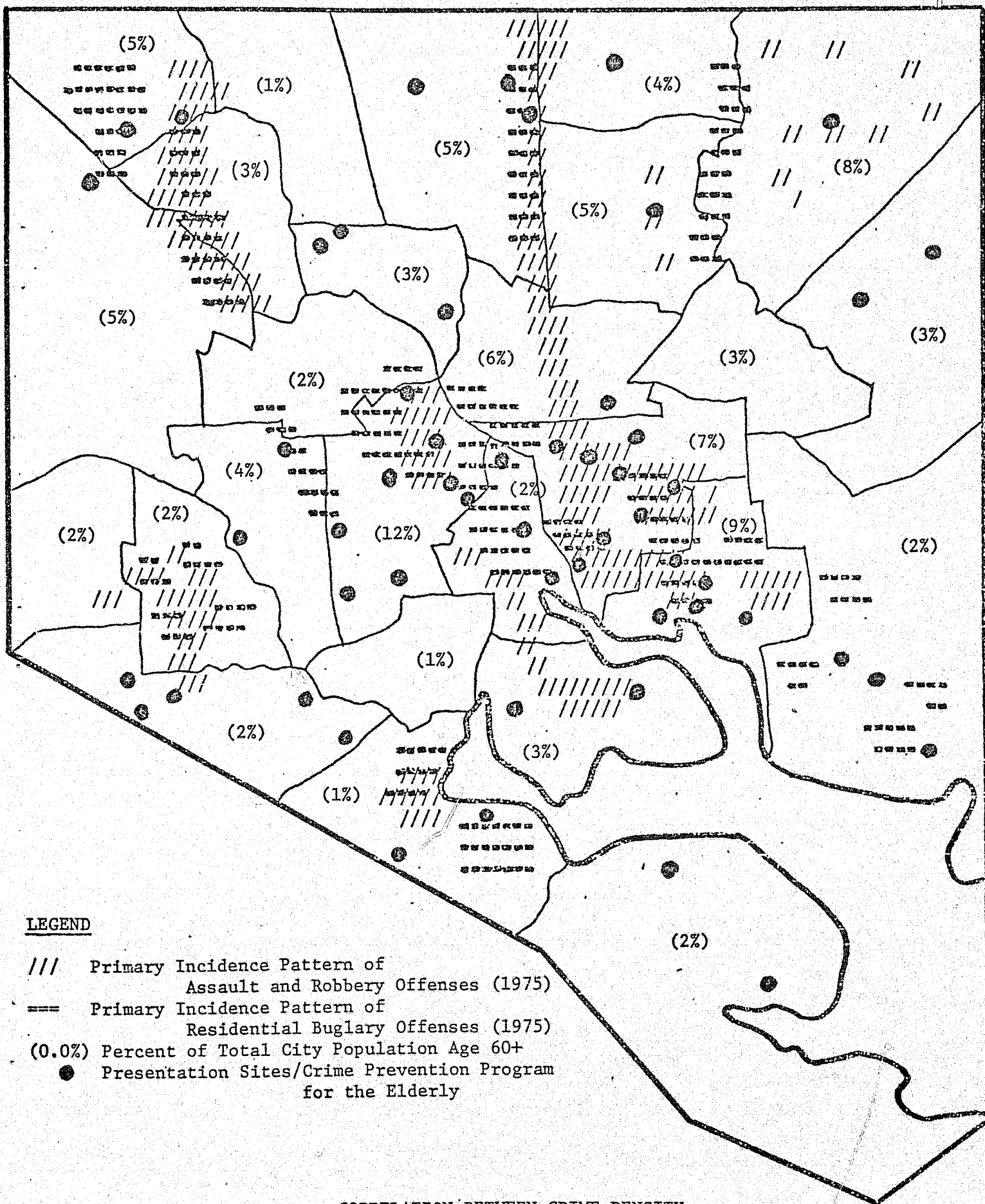
Baltimore City considers the Crime Prevention Program for the Elderly a significant success. The project was a feasibility study that was presented to 2,000 or approximately 1.5% of Baltimore's total elderly (over 60 years of age) population, during the period of February - September, 1976.

Baltimore's Crime Prevention Program for the Elderly provides the participants with the information necessary to minimize their potential for victimization. The educational content of the course removes some of the unrealistic fear of crime stimulated by media sensationalism. By presenting information and, most importantly, providing steps that the participant had not previously considered, a sense of control can be achieved. The feeling of having control over being victimized can reduce irrational fears and assist the elderly person in gaining a realistic perception of criminal activity.

The Baltimore Crime Prevention Program for the Elderly is an example of an effective low cost interdisciplinary program to solve the mutual problem of elderly person criminal victimization. The program will be continued and provide services for more elderly Baltimoreans. It is sincerely hoped that this report will facilitate efforts to establish similar crime prevention programs for the elderly throughout the United States.

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CORRELATION BETWEEN CRIME DENSITY,
DISTRIBUTION OF ELDERLY POPULATION AND PRESENTATION SITES

CRIME PREVENTION PROGRAM FOR THE ELDERLY
Class Presentation Attendance Information

Phase Number	Presentation begin-end	Number of Groups	Average Group Attendance	Total Attendance
I	2/16/76-3/5/76	7	29	207
II	3/8/76 -3/26/76	8	31	250
III	3/29/76-4/23/76	7	31	223
IV	4/26/76-5/14/76	7	35	249
V	5/17/76-6/11/76	6	31	186
VI	6/14/76-7/2/76	6	40	243
VII	7/11/76-7/29/76	6	40	243
VIII	8/2/76 -8/20/76	8	48	391
TOTAL	(24 weeks)	55	<u>36</u>	1,992

BALTIMORE CITY

CRIME PREVENTION PROGRAM FOR THE ELDERLY

LESSON PLANS

INTRODUCTION

Good Morning (Afternoon)

My name is _____; I am your teacher/moderator for the Crime Prevention Program. This program will be divided up into three parts: robbery, burglary, and assault. We will meet three times, including today, for about an hour to an hour and a half. We will spend this time getting information together by role-playing, discussion, demonstrations and watching video tapes. The video tapes will present you with situations you may be confronted with and how to deal with them directly.

If you have any questions or comments, please feel free to voice them.

AIMS

1. To decrease your risks and increase your security.
2. To become more security conscious and to develop a Crime Prevention attitude.
3. To encourage you to report those things that will help your police in their fight against crime.

Before we get started on today's session, I'd like to explain one other item -- Evaluation. To measure the effectiveness of these workshops, we have put together two evaluation forms -- one for the beginning and one for the end. This will be of tremendous value in updating and evaluating the program. Please take a few minutes to fill these in.

ROBBERY

The movie we're going to see today covers the area of robbery; how it may happen and how to avoid it. It will present situations that can happen to you.

Situations to Role-Play Before Tape:

1. Someone knocking at door
 - a. phone man - line trouble
 - b. salesman with great offer (Leader plays role of intruder)
 - c. use your phone - accident
 - d. teenager - call parents

Movie Rolls

Points covered:

1. letting stranger in home
2. how to deal with strangers

1st Break

Anything wrong with what we've seen so far? (Lead participants to answer this themselves).

Peephole and chain not used

1. chains not so great - discuss
Kicking in door is noisy - one good reason for chains.
2. peepholes identify people
But remember, people can hide around side - limited reliance w/peephole.

Demonstration of Items

Items - peephole, chain lock, locks kit

Best types of locks and equipment lead to:

- a. key under mat and in mailbox (unwise hiding places)
- b. safety glass in wired panels
- c. dead bolt locks
- d. charlie bars for sliding doors

"But despite all these precautions, occasionally -- either by cleverness or force -- a robber can get inside your home."

Any suggestions as to what to do if you meet a robber face-to-face?

Let's see how our movie friends handle this!

Movie Rolls

Points covered:

1. stranger forces way in.
2. ties victim up.

2nd Break

Other questions?

Lead group to pose - What if in bed while breaking in? When would be a good time to break in? When sleeping! Discuss.

Let's see how the movie handles it.

Movie Rolls

Points covered:

1. break-in while in bed.

Final Break

Any questions?

Role-Play the Following:

- A. In bed - hear someone - verbally and physically go thru.
 1. Hiding
 2. Lock door
 3. Alarm
 4. Pretend to be sleeping
 - B. An intruder gets in - verbally and physically go thru what to do.
- (Leader takes role of intruder.)

Discussion Points

Non Verbal Expressions

1. What this entails and why it is important.
2. How you watch an intruder.
 - a. don't make him feel uneasy.
3. It's values.
 - a. may save you from bodily harm.

What if? (To be asked of group.)

- . you hear a knock at your door.
- . an unwanted salesman comes to the door.
- ~~. there is a telegram to receive.~~
- . someone needs to use your phone.
- . the person becomes threatening.
- . you need to use the laundry room.
- . you hear a prowler.
- . you see, hear, or are a part of a robbery.

Points to Elicit

-Draw your blinds or draperies closed to prevent prowlers from watching from outside.
-On the telephone, do not say anything to indicate that you are alone when talking with an unknown person. If the call is obscene, hang up.
-If you are robbed, do not resist if only property is at stake.
-Do not provoke the robber by actions or words. Do what he tells you to do.
-Many police departments suggest that you carry a whistle. If you do, carry it where it can be used immediately.
-Experience has shown that screaming is one of the best defenses for a woman who is being attacked, if in a place where it can be heard.
-Only if you are the victim of an attack should you do everything possible to protect yourself. Scream, call for help, kick, bite, fight, struggle. But first, try to run away.
-You should always report a crime. Police use crime reports to determine

the kinds and frequency of police patrols. They are used for a number of police purposes. Do not take the attitude that there is little use in reporting crime.

....Remember -- if your report includes the description of a criminal, try to furnish one or two or more good, reliable identification features of the criminal.

Summary

1. If someone knocks and asks to enter -- credentials, check up.
2. If gets in -- calm, compliance, mental image.
3. Equipment.
4. Valuables -- inventory -- Operation I.D. Pass Out.
5. In bed situation -- hiding, lock, alarm, pretend asleep.
6. Advance Planning is the Sum Total:

Neighbor check

AVOID CONFRONTATION

BURGLARY

1st Week Review

Situations (Role-Play)

1. Man comes from telephone company to inspect phone for proper working.
2. Man from the electric company; says they followed short in their lines and traced it to your apartment, must fix immediately or a fire may spontaneously start.
3. Young looking teenager lost with no money to use a phone, can he call his family to pick him up.
4. Inventory of valuables.
5. What have you done about this? Installation of protection equipment.
6. Suppose he ties you up, how will you get untied?
7. What preparations have you made for yourself at home in case of:
 - a. In bed.
 - b. Tied up.
 - c. Hurt.
 - d. Hear a struggle elsewhere in building.
8. Any questions?

BURGLARY

....A burglary is a crime against property which requires breaking into a building.

Before Movie -Role-Play

1. Phone calls.

- a. Free prize winner -- go through P & V.

Comments? Let's hold judgement.

- b. Taking a survey -- go through P & V.

2. Leaving apartment.

- a. Man stops her and questions about herself and other residents.

In the movie, you will see how some of your actions or practices actually "invite" a burglar to break into your home.

Movie Rolls

Points covered:

1. What burglary is.
2. Methods to check who is home.
3. Leaving home improperly.

1st Break

How many ways did she invite the burglar? Discuss.

1. Turning off radio.
2. Putting on coat by window.
3. Turning off all lights.
4. Not testing lock.
5. Note on door.
6. Key under mat.
7. Giving information to a stranger.

Role-Play Situation

Do the right way -- leaving home -- act out physically and verbally.

O.K. Let's see the movie.

Movie Rolls

Points covered:

1. Proper way to leave home.

2nd Break

If it's not absolutely necessary, avoid going out.

Questions, comments?

What about "inviting" burglars in during long trips?

Vacations - Prolonged Absences

....Your residence is particularly vulnerable to burglary during periods of prolonged absences.

....Do everything possible to make the place look "lived in".

....Stop all deliveries, have the lawn tended, put some lights on timers so they will come on in the evening and go off when you would normally go to sleep.

....Try to get a friend, relative or neighbor to look after your place --pick up circulars, turn lights on or off, change the shades from time to time as you usually do, take those actions necessary to make the place look as if no one is away.

....Automatic timing device for lights.

....Do not have social notices posted in the paper as to your departure and duration of your absence. Have this done AFTER you return. Do not advertise to burglars that you will be away.

....Do not leave money in the house. Place valuable jewelry and other items in a safe deposit box.

....And upon your return, if you see a forced door or window or other indications of a burglary, do not enter. Go to the nearest phone and call the police.

"No one can keep burglars out completely. They can cut through a steel door with a torch. But they don't usually go to this much trouble, and we can reduce the risk by slowing down his entry."

Movie Rolls

Points covered:

1. Methods and areas of entry.
2. Locks, chains, etc.
3. Safety checks.

3rd Break

Social Security Checks

I didn't mean to stop the film, but this is very important. A new system where checks can be automatically deposited, saving danger and trouble of cashing them.

1. Get I.D. number from your driver's license or D.M.V.
2. Pass out forms and discuss.

Areas of Entry

-Garages afford an excellent point of entry. He can often work out of sight and may even have you provide the tools to force the door.
-Through a convenient window.
-Openings leading to fire escapes are often used if they are unprotected from the outside.
-Make your own Burglary Survey. How would you break into your own home?
-An example, burglars have been known to slip air conditioners out of windows to afford entry. Sometimes they walk off with the air conditioner as well as your favorite fur.

Methods of Entry

....Keeping out a professional is very difficult....fortunately, there are not too many of these around in proportion to the non-skilled.

....How do they get in?

An unlocked door.

Finding your "hidden" key.

Breaking out glass pane in door and reaching in to unlock door.

Window open or unlocked.

Slipping, picking or pulling lock.

Forcing or prying door open.

Kicking in door panel.

Lifting patio sliding glass door off tracks, forcing flimsy lock, prying sliding door.

Pilferable Items

....Usually he will take anything that can be easily converted into money.

....Money is one of the main things he looks for in his search.

....These are some of the things most frequently stolen:

Appliances that can be easily sold.

Binoculars

Cameras

Coin Collections

Credit Cards

Expensive Bicycles

Furs

Guns and Gun Collections

Jewelry

Other Valuable Collections

Power Tools

Sporting Goods

Stereos

Tape Recorders

TV's

Typewriters

Valuable Tools

Watches

"I didn't mean to interrupt for such a long time, but since we were having such a good discussion..."

Tape Rolls

Points covered:

1. Coming home to an open door.

2. Do's and Dont's.

End Break

Questions and Comments?

Points to Elicit

-There are simple, single unit alarms that serve one specific purpose, such as to alarm one door. (Demonstrate)
-An example is an alarmed door lock that will sound an alarm if the door is forced open. It is battery operated, needs no wiring and can be purchased from several large manufacturers. This is low-priced.
-Perhaps you might undertake the formation of a burglary security inspection team to cooperate with the law officers in making home security inspections.
-The police alone cannot control crime...they need your help.
-Lend your law enforcement Officer your eyes and ears.
-Help control crime and protect your neighborhood by reporting:
 1. Suspicious persons in the neighborhood.
 2. Unusual actions, such as someone leaving a neighbor's house with a TV when you think the neighbor is not at home.
 3. Unfamiliar cars that repeatedly cruise about the neighborhood or park suspiciously for periods of time.
 4. License numbers of cars that are unfamiliar and that are doing unusual things.

Therefore:

-With these thoughts in mind, take another look at your residence and think how you can improve your security. In the case of the air conditioner, a few screws or other fasteners would make it more difficult ...and that is what you are trying to do...make entry more difficult.

ASSAULT

Review

1. Walk home and see your apartment door is half open and you hear young voices inside.

Act out P. & V. what to do.

2. Leaving your apartment -- What would you do?
 - a. Evening
 - b. Afternoon
3. Conceal myself and ask them to describe me.
4. Inventory of items.
5. Operation I.D.

ASSAULT

Introduction to Subject

-Everyone, when out on the street, could be a victim but the older person, and particularly the older woman, is more often the prey.
-We will see a movie which will show the things you should and should not do.
-In this movie, you will see how certain acts on your part may increase your chances of being victimized and how the risks can be greatly reduced by taking certain simple precautions.
-For example, you will see a woman who carries her purse in such a way as to make it easy for a thief to snatch it. The scene is re-enacted to show you the right way to carry your purse.

Role-Play Situation Before Tape

1. Leaving apartment and the light in the hallway is out.
Act out P. & V. Discuss.
2. In elevator -- friendly man makes chit-chat.
Act out P. & V.
3. Hit and run purse snatcher -- How to avoid it?
 - a. Strap over shoulder.
 - b. What if he gets it?
 - c. Clasp-type-wallet-men-coat.
 - d. Best type?

(Leader plays role of man and snatcher.)

Let's see how the film handles it!

Tape Rolls

Points Covered:

1. Woman being attacked.
2. Leaving home.
3. Woman on street.

1st Break

Hitchhikers -- never pick up.

Don't accept rides from strangers.

Keep doors and windows locked.

Stop signs -- keep in gear -- remain alert.

Night - travel well lit roads.

A. If followed by another car -- what to do?

1. Blow horn -- police and gas station.

2. Avoid being "cut off"

B. If approached by someone on foot.

1. Don't let in.

2. Drive off -- if necessary, through light.

C. Don't leave purse next to you.

D. Bundles in trunk.

E. Look around before leaving car.

F. Check car, circle before entering.

G. Break Down

1. Red Flasher.

2. Open Hood, tie handkerchief.

3. Telephone on road if available.

4. Get in car, lock doors, keep windows closed.

5. If a motorist stops:

a. have him send help.

b. don't accept ride.

6. Don't help stalled car, call police.

Walking

....You spend much of your time walking in public space -- on the streets and byways -- and you saw in the film some of the things you should not do. Do not give the criminal an

OPPORTUNITY to commit a crime.

....Avoid going out if at all possible.

....Plan your route, especially at night. Follow well-lighted and well-traveled streets.

....Try to go with companions, especially after dark.

....If possible, someone should know your route and destination so that you will be missed if you do not arrive on time.

....Avoid dark places, short cuts, thick trees and shrubs, and sparsely traveled areas.

....And, most important, try to be aware of areas in which there has been a large incidence of crime and avoid them.

What if you're attacked physically?

Discussion

Movie Rolls

Points Covered:

1. Assault victims.
2. Woman on street attacked.

Final End

Questions and comments.

Purse-Snatching and Robbery on the Streets

....DO NOT RESIST! One of the most important points to remember if you are held up is DO NOT RESIST. Give the robber what he wants. Do not try to fight him. The police have countless records of persons who have sustained serious injury by resisting a robber whereas, in most cases, those who have not resisted have not been injured.

....It is very important to remember enough about the robber to give the police something to work on. One technique is to concentrate on one or two identification points. They may be known to the police. Something like 80 percent of the felons in the criminal justice pipeline get back into the system.

- Do you REALLY have to carry that purse or is it just a habit?
- If you are just going to the grocery store, could you not do just as well by just taking the money that you need? Or just a check?
- Do not dangle your purse so as to make it easy to snatch.
- Again, we emphasize relative values -- injury versus property. Do not carry your purse with the strap wound around your wrist or in such a manner as is likely to cause you to be pulled down if someone runs up behind you and snatches your purse.
- Develop awareness -- prevent crime.
- Think prevention!

BALTIMORE CITY
CRIME PREVENTION PROGRAM
FOR THE ELDERLY
PRE - PROGRAM EVALUATION FORM

NAME (Print) _____
First Middle Last
AGE 60-64 ☐ 75-80 ☐ SEX - MALE ☐
65-69 ☐ Over 80 ☐ FEMALE ☐
70-74 ☐

PROGRAM LOCATION _____ TODAY'S DATE _____

HAVE YOU BEEN THE VICTIM OF A CRIME SINCE 1974? YES ☐ NO ☐

IF YES, COMPLETE THE FOLLOWING:

DATE CRIME OCCURRED (MONTH, YEAR)	TYPE OF CRIME	PLACE CRIME OCCURRED	WERE YOU INJURED?	AMOUNT OF MONEY OR PROPERTY LOST OR STOLEN

1. DO YOU HAVE STRONG LOCKS ON THE DOORS IN YOUR HOME?.....YES ☐ NO ☐

2. DO YOU STAND BY THE ALARM BUTTON ON ELEVATORS?.....YES ☐ NO ☐

3. IS IT ALRIGHT FOR YOU TO CARRY SPARE MONEY IN CASE OF AN EMERGENCY?...YES ☐ NO ☐

4. AN EXAMPLE OF A ROBBERY IS:

- a. STEALING A RADIO WHEN NO ONE IS HOME..... ☐
b. STEALING A RADIO WHEN SOMEONE IS HOME..... ☐
c. PUSHING THE PERSON DOWN AND BREAKING THE RADIO..... ☐
d. DON'T KNOW ☐

5. THE EMERGENCY PHONE NUMBER OF THE BALTIMORE POLICE DEPARTMENT IS:

- a. 333-5444 ☐
b. 222-3333 ☐
c. 323-0110 ☐
d. NONE OF THE ABOVE..... ☐

6. THE BEST KIND OF PURSE TO CARRY IS:

- a. CLUTCH BAG..... ☐
b. "SHORT" STRAP..... ☐
c. SHOULDER STRAP..... ☐
d. NO PURSE..... ☐
e. DON'T KNOW..... ☐

7. DO YOU PLAN THE TIME OF YOUR TRIPS?.....YES ☐ NO ☐

8. DO YOU KEEP A LIST OF YOUR CREDIT CARDS OR VALUABLES?.....YES ☐ NO ☐

9. DO YOU AND YOUR NEIGHBORS WATCH EACH OTHERS APARTMENT WHEN NO ONE IS HOME?.....YES ☐ NO ☐

10. AN EXAMPLE OF A BURGLARY IS:

- a. STEALING A RADIO WHEN NO ONE IS HOME..... ☐
b. STEALING A RADIO WHEN SOMEONE IS HOME..... ☐
c. PUSHING THE PERSON DOWN AND BREAKING THEIR RADIO..... ☐
d. DON'T KNOW..... ☐

11. A GOOD BURGLAR ALARM IS CANS OR BOTTLES ON THE WINDOW SILL.....YES ☐ NO ☐

12. IF SOMEONE IS FOLLOWING YOU:

- a. SCREAM AT HIM..... ☐
b. RUN INTO A DARK ALLEY TO HIDE..... ☐
c. RUN AWAY..... ☐
d. WALK INTO A CROWDED STORE..... ☐
e. DON'T KNOW..... ☐

13. DO YOU OCCASIONALLY LEAVE NOTES FOR FRIENDS, MILKMEN, DELIVERY MEN, ON THE OUTSIDE DOOR?.....YES ☐ NO ☐
14. DO YOU LEAVE YOUR LIGHTS AND RADIO ON WHEN YOU ARE NOT AT HOME?....YES ☐ NO ☐
15. DO YOU USE DIRECT DEPOSIT OF YOUR SOCIAL SECURITY CHECKS?.....YES ☐ NO ☐
16. AN EXAMPLE OF AN ASSAULT IS:
- a. STEALING A RADIO WHEN NO ONE IS HOME.....☐
 - b. STEALING A RADIO WHEN SOMEONE IS HOME.....☐
 - c. PUSHING THE PERSON DOWN AND BREAKING THEIR RADIO.....☐
 - d. DON'T KNOW.....☐
17. YOU COULD ACCIDENTALLY TELL A STRANGER INFORMATION ABOUT YOUR NEIGHBORS THAT COULD RESULT IN THEIR BEING ROBBED OR BURGLARIZED?...TRUE ☐ FALSE ☐
18. IT IS ACCEPTABLE TO ALLOW A STRANGER INTO YOUR HOME:
- a. IF IT IS A SALESMAN WHO WILL GIVE YOU A FREE PRIZE.....☐
 - b. IF IT IS A TELEPHONE MAN WHO HAS COME TO CHECK YOUR TELEPHONE.....☐
 - c. IF IT IS A WOMAN WHO SAYS SHE HAS BEEN IN A CAR ACCIDENT AND NEEDS HELP.....☐
 - d. NONE OF THE ABOVE.....☐
 - e. DON'T KNOW.....☐
19. THE BEST PLACE TO HIDE A KEY IS:
- a. IN A FLOWER POT.....☐
 - b. UNDER THE DOOR MAT.....☐
 - c. ABOVE THE DOOR.....☐
 - d. NONE OF THE ABOVE.....☐
 - e. I DON'T KNOW.....☐
20. YOU SHOULD NOT LEAVE RADIO OR LIGHTS ON WHEN YOU ARE NOT AT HOME BECAUSE OF THE ENERGY CRISIS.....TRUE ☐ FALSE ☐

BALTIMORE CITY
CRIME PREVENTION PROGRAM
FOR THE ELDERLY
POST-PROGRAM EVALUATION FORM

NAME (Print) _____
First Middle Last

AGE 60-64 _____ 75-80 _____ SEX - MALE _____
65-69 _____ Over 80 _____ FEMALE _____
70-74 _____

PROGRAM LOCATION _____ TODAY'S DATE _____

HAVE YOU BEEN THE VICTIM OF A CRIME SINCE YOU BEGAN THIS PROGRAM? YES _____ NO _____

IF YES, COMPLETED THE FOLLOWING:

DATE CRIME OCCURRED (MONTH, YEAR)	TYPE OF CRIME	PLACE CRIME OCCURRED	WERE YOU INJURED?	AMOUNT OF MONEY OR PROPERTY LOST OR STOLEN
1.				
2.				
3.				
4.				
5.				

1. YOU SHOULD NOT LEAVE RADIO OR LIGHTS ON WHEN YOU ARE NOT AT HOME
BECAUSE OF THE ENERGY CRISIS TRUE ☐
FALSE ☐

2. IF SOMEONE IS FOLLOWING YOU:

- a. SCREAM AT HIM ☐
- b. RUN INTO A DARK ALLEY TO HIDE ☐
- c. RUN AWAY ☐
- d. WALK INTO A CROWDED STORE ☐
- e. DON'T KNOW ☐

3. THE BEST PLACE TO HIDE A KEY IS:

- a. IN A FLOWER POT ☐
- b. UNDER THE DOOR MAT ☐
- c. ABOVE THE DOOR ☐
- d. NONE OF THE ABOVE ☐
- e. I DON'T KNOW ☐

4. A GOOD BURGLAR ALARM IS CANS OR BOTTLES ON THE WINDOW SILL YES ☐ NO ☐

5. IT IS ACCEPTABLE TO ALLOW A STRANGER INTO YOUR HOME:

- a. IF IT IS A SALESMAN WHO WILL GIVE YOU A FREE PRIZE . . . YES ☐ NO ☐
- b. IF IT IS A TELEPHONE MAN WHO HAS COME TO CHECK YOUR
TELEPHONE YES ☐ NO ☐
- c. IF IT IS A WOMAN WHO SAYS SHE HAS BEEN IN A CAR
ACCIDENT AND NEEDS HELP YES ☐ NO ☐
- d. NONE OF THE ABOVE YES ☐ NO ☐
- e. DON'T KNOW YES ☐ NO ☐

6. AN EXAMPLE OF A BURGLARY IS:

- a. STEALING A RADIO WHEN NO ONE IS HOME ☐
- b. STEALING A RADIO WHEN SOMEONE IS HOME ☐
- c. PUSHING THE PERSON DOWN AND BREAKING THEIR RADIO ☐
- d. DON'T KNOW ☐

7. YOU COULD ACCIDENTALLY TELL A STRANGER INFORMATION ABOUT YOUR NEIGHBORS THAT COULD RESULT IN THEIR BEING ROBBED OR BURGLARIZED . . . TRUE ☐ FALSE ☐

8. THE BEST KIND OF PURSE TO CARRY IS:

- a. CLUTCH BAG ☐
- b. "SHORT" STRAP ☐
- c. SHOULDER STRAP ☐
- d. NO PURSE ☐
- e. DON'T KNOW ☐

9. AN EXAMPLE OF AN ASSAULT IS:

- a. STEALING A RADIO WHEN NO ONE IS HOME ☐
- b. STEALING A RADIO WHEN SOMEONE IS HOME ☐
- c. PUSHING THE PERSON DOWN AND BREAKING THEIR RADIO ☐
- d. DON'T KNOW ☐

10. THE EMERGENCY PHONE NUMBER OF THE BALTIMORE POLICE DEPARTMENT IS:

- a. 333-5444 ☐
- b. 222-3333 ☐
- c. 323-0110 ☐
- d. NONE OF THE ABOVE ☐

11. AN EXAMPLE OF A ROBBERY IS:

- a. STEALING A RADIO WHEN NO ONE IS HOME ☐
- b. STEALING A RADIO WHEN SOMEONE IS HOME ☐
- c. PUSHING THE PERSON DOWN AND BREAKING THE RADIO ☐
- d. DON'T KNOW ☐

2. IS IT ALRIGHT FOR YOU TO CARRY SPARE MONEY IN CASE OF AN EMERGENCY? . YES ☐ NO ☐

3. DO YOU PLAN THE TIME OF YOUR TRIPS? YES ☐ NO ☐

4. DO YOU KEEP A LIST OF YOUR CREDIT CARDS OR VALUABLES? YES ☐ NO ☐

5. DO YOU STAND BY THE ALARM BUTTON ON ELEVATORS? YES ☐ NO ☐

16. WAS YOUR PARTICIPATION IN THIS THREE WEEK CRIME PREVENTION PROGRAM WORTHWHILE FOR YOU? YES ☐ NO ☐

17. HOW LONG SHOULD THE PROGRAM LAST?

- ONE WEEK ☐
- TWO WEEKS ☐
- THREE WEEKS ☐
- FOUR WEEKS ☐
- OTHER (Fill in) ☐

18. WHAT CHANGES DO YOU THINK SHOULD BE MADE TO THE PROGRAM?

19. WHAT COMMENTS DO YOU HAVE?

EVALUATED QUESTIONS

1. DO YOU STAND BY THE ALARM BUTTON ON ELEVATORS?.....YES ☐ NO ☐
2. IS IT ALRIGHT FOR YOU TO CARRY SPARE MONEY IN CASE OF AN EMERGENCY?.....YES ☐ NO ☐
3. AN EXAMPLE OF A ROBBERY IS:
 - a. STEALING A RADIO WHEN NO ONE IS HOME..... ☐
 - b. STEALING A RADIO WHEN SOMEONE IS HOME..... ☐
 - c. PUSHING THE PERSON DOWN AND BREAKING THE RADIO..... ☐
 - d. DON'T KNOW..... ☐
4. THE EMERGENCY PHONE NUMBER OF THE BALTIMORE POLICE DEPARTMENT IS:
 - a. 333-5444..... ☐
 - b. 222-3333..... ☐
 - c. 323-0110..... ☐
 - d. NONE OF THE ABOVE..... ☐
5. THE BEST KIND OF PURSE TO CARRY IS:
 - a. CLUTCH BAG..... ☐
 - b. "SHORT" STRAP..... ☐
 - c. SHOULDER STRAP..... ☐
 - d. NO PURSE..... ☐
 - e. DON'T KNOW..... ☐
6. DO YOU PLAN THE TIME OF YOUR TRIPS?.....YES ☐ NO ☐
7. DO YOU KEEP A LIST OF YOUR CREDIT CARDS OR VALUABLES? YES ☐ NO ☐
8. AN EXAMPLE OF A BURGLARY IS:
 - a. STEALING A RADIO WHEN NO ONE IS HOME..... ☐
 - b. STEALING A RADIO WHEN SOMEONE IS HOME..... ☐
 - c. PUSHING THE PERSON DOWN AND BREAKING THEIR RADIO... ☐
 - d. DON'T KNOW..... ☐

9. A GOOD BURGLAR ALARM IS CANS OR BOTTLES ON THE WINDOW SILL...YES ☐ NO ☐

10. IF SOMEONE IS FOLLOWING YOU:

- a. SCREAM AT HIM..... ☐
- b. RUN INTO A DARK ALLEY TO HIDE..... ☐
- c. RUN AWAY ☐
- d. WALK INTO A CROWDED STORE..... ☐
- e. DON'T KNOW..... ☐

11. AN EXAMPLE OF AN ASSAULT IS:

- a. STEALING A RADIO WHEN NO ONE IS HOME..... ☐
- b. STEALING A RADIO WHEN SOMEONE IS HOME..... ☐
- c. PUSHING THE PERSON DOWN AND BREAKING THEIR RADIO.... ☐
- d. DON'T KNOW..... ☐

12. YOU COULD ACCIDENTALLY TELL A STRANGER INFORMATION ABOUT YOUR NEIGHBORS THAT COULD RESULT IN THEIR BEING ROBBED OR BURGLARIZED?..... TRUE ☐ FALSE ☐

13. IT IS ACCEPTABLE TO ALLOW A STRANGER INTO YOUR HOME:

- a. IF IT IS A SALESMAN WHO WILL GIVE YOU A FREE PRIZE ☐
- b. IF IT IS A TELEPHONE MAN WHO HAS COME TO CHECK YOUR TELEPHONE..... ☐
- c. IF IT IS A WOMAN WHO SAYS SHE HAS BEEN IN A CAR ACCIDENT AND NEEDS HELP..... ☐
- d. NONE OF THE ABOVE..... ☐
- e. DON'T KNOW..... ☐

14. THE BEST PLACE TO HIDE A KEY IS:

- a. IN A FLOWER POT..... ☐
- b. UNDER THE DOOR MAT..... ☐
- c. ABOVE THE DOOR..... ☐
- d. NONE OF THE ABOVE..... ☐
- e. I DON'T KNOW..... ☐

15. YOU SHOULD NOT LEAVE RADIO OR LIGHTS ON WHEN YOU ARE NOT AT HOME BECAUSE OF THE ENERGY CRISIS..... TRUE ☐ FALSE ☐

CHART 6
SIGNIFICANCE LEVELS FOR MATCHED PRE-POST
CRIME PREVENTION PROGRAM FOR THE ELDERLY
EVALUATIONS BY PHASE

Question Description ^a	PHASES							
	I t ^b (N=84)	II t (N=116)	III t (N=113)	IV t (N=61)	V ^c t (N=102)	VII t (N=78)	VIII t (N=109)	TOTAL t (N=663)
1. Do you stand by alarm buttons on elevators?	7.3**	6.7**	2.7**	4.3**	9.0**	6.6**	3.3**	11.7**
2. Is it all right for you to carry spare money in case of an emergency?	5.6**	6.6**	1.2	5.5**	5.0**	11.0**	3.1**	11.0**
3. An example of a robbery is - (four choices).	3.0**	7.0**	0.2	4.6**	4.6**	10.0**	2.4**	13.0**
4. The emergency phone number of the Baltimore Police Department is - (four choices).	4.8**	4.8**	1.1	2.9**	1.8	6.4**	1.9	9.50**
5. The best kind of purse to carry is - (five choices).	8.5**	11.2**	0.4	5.4**	9.8**	8.7**	4.3**	14.0**
6. Do you plan the time of your trips?	1.6	2.4**	0.9	2.2*	0.9	4.9**	2.0*	5.5**
7. Do you keep a list of your credit cards or valuables?	3.0**	2.0*	0.	3.8**	3.4**	3.0**	2.8**	5.6**
8. An example of burglary is - (four choices).	2.8**	3.2**	1.1	1.6	2.1*	4.7**	2.3**	5.6**
9. A good burglar alarm is cans or bottles on the windowsill.	3.0**	4.0**	0.8	3.8**	3.6**	4.7**	1.6	6.6**
10. If someone is following you - (five choices).	4.5**	3.6**	0.3	4.1**	3.3**	6.0**	2.0	10.0**
11. An example of assault is - (four choices).	0.6	9.4**	0.6	0.2	0.4	3.4**	0.6	3.5**
12. You could accidentally tell strangers information about your neighbors that could result in their being robbed or burglarized.	2.2*	0.	0.3	0.2	5.6**	1.4	0.9	3.5**
13. It is acceptable to allow a stranger into your home - (five choices).	4.7**	8.6**	0.1	5.1**	6.8**	6.6**	2.1*	10.0**
14. The best place to hide a key is - (five choices).	3.2**	1.9	2.0*	1.6	2.7**	2.6**	0.4	5.0**
15. You should not leave radio or lights on when you are not at home because of the energy crisis.	3.2**	2.8**	0.6	1.1	3.1**	3.3**	1.2	6.5**

- a. See Appendix, pg. _____ for complete question
b. t = t scores for dependent scores
c. Phases V and VII were evaluated together, and are labeled Phase V.

SENIOR CITIZEN REACTIONS TO CRIME PREVENTION FOR THE PROGRAM

(Verbal comments Made by Group Leaders and Senior Citizens)

"I saw a note someone left on a door the other day, indicating when they would be home...I immediately thought of the sessions..."

"Everyone should see these"

"Now I'll feel my home is safe when I leave to go to Florida next week... I know what to do."

"I thought the three sessions were really good and informative..."

"I've installed new locks and checked out my apartment; I feel safe in it now..."

"I only wish I knew these things before I was robbed last year....I probably could have avoided it..."

"Thank you, it was great..."

"The manner of the presentation made it great..."

"I think my grandchildren should see this -- it would be so helpful for them..."

"I've seen it twice now from two different groups and think its great..."

"You should show this to people in the county...I know a group that would love it...and need it..."

"Would you tell me if it'll be on T.V. ...I'd like to see it again..."

"I was so pleased, watching my people talk about the advice after you left..."

"It was nice to hear that my group is following your suggestions!"

"...good useful materials..."

"My daughter carries a huge purse...I wish she saw this!"

"Where can I get more of these pamphlets?"

"This program -- everyone should see"

BALTIMORE CITY

CRIME PREVENTION PROGRAM FOR THE ELDERLY

WRITTEN RESPONSES

Dear

Thank you very much for your informative series on how to protect ourselves. I'm sure we all learned very much.

Secretary

Violetville Wednesday
Senior Citizens

Jewish Community Center of Baltimore
Senior Adult Extension Service
at the Concord House
2500 W. Belvedere Avenue
Baltimore, Maryland 21215

March 31, 1976

Dear

On behalf of the tenants of the Apartments who attended your lectures, we'd like to thank you for a most informative series.

The feedback that I've gotten from the tenants thus far has been extremely favorable. Most felt they definitely learned something from the series. They thought it was presented in a clear precise and uncomplicated manner. They also enjoyed the video-tape aspect of the program.

Again, thank you for bringing such a valuable series.

Sincerely,

Program Supervisor
JCC- Concord Services

July 29, 1976

Dear

The Senior Citizens of the John Booth's Extension Club wish to thank you for showing us the films of "Crime Prevention." We also want to thank you for your kindness and patience, I'm sure it will be a great help to all of us. Thanks again.

Have a good day.

John Booths Extension Club
Corresponding Secretary

July 29

Dear Sir:

The Tuesday Senior Citizen Club of Violetville wish to express appreciation for the fine way Mr. helped to show the different way's of crime and the many things to take caution of. I really want him back.

Cor. Secty.

END