

Trinidad & Tobago Violence Prevention Academy

Why Are We Here?

CARENAGE ■ Cops call for back-up

KILLING FIELDS

Laventille man gunned down

ELITE UNIT TO FIGHT MURDERS

Key cops pulled from all divisions

FBI sets up s

Director of the Federal Bureau of Investigation **ROBERT MUELLER**, right, had the full Prime Minister **PATRICK MANNING** on his side to the media following a brief PM at Whitehall, Port-of-Spain. Mueller's one-day visit to T&T and discussed some of national security, including the setting of a local FBI unit, with Manning.

WRONG

Prisoner escapes



found dead

NEWS 5

BUSINESSMAN KILLS BANDITS

Crime has touched us all

Question: Has the crime situation changed your life?

A small, square, black and white portrait of a man with a mustache and glasses, wearing a dark shirt. He is smiling slightly. This is likely the same man as in the larger portrait on the right.

CHRISTIAN ROBERTS
28, security guard at
Reno and Carlo's clothing
store, says to Joe Martin.
"I really had to get
liming on the blocks
and stop going out as
much because the
myself, really affecting
me. I really had to
just had to cut down on
certain friends, stop
liming with bad influ-
ences and the country.
Because the country
isn't really getting bet-
ter, it's just getting
worse."

IGNACIO MARTIN
84, retired seaman
Port of Spain.

"The crime now
is not (like) in my
days. We never had
people walking
around with gun
and shooting people
like that. This is a
different time now.
I don't go about
drinking in the
bars. I keep away
from these districts
that they have
shooting. At night I
keep away."

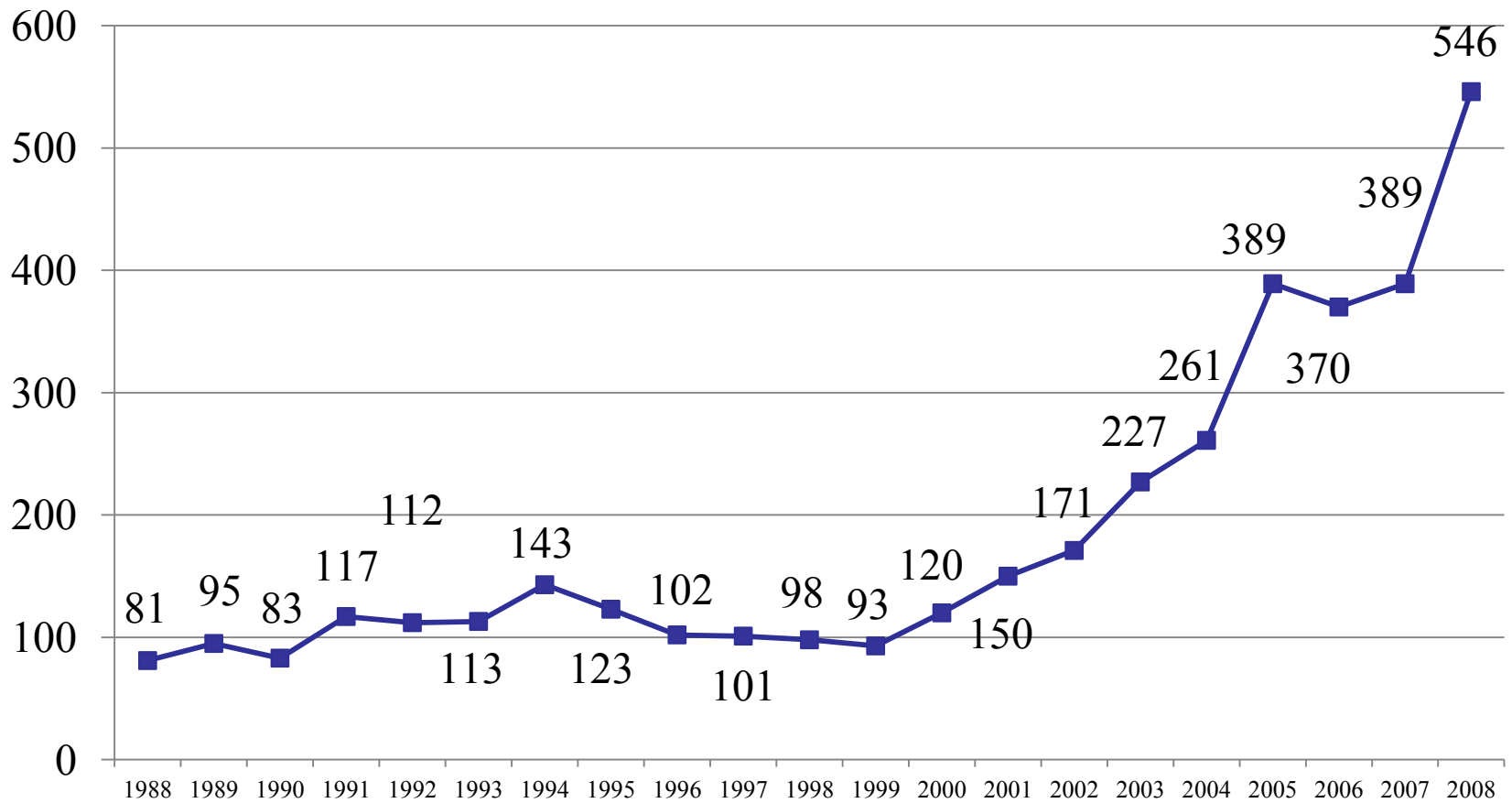
**GEORGE "ROCK"
CLARKE, soca a**
"People mis-
strue that we as
artists make a
lion dollars. You
yourself looking
your shoulder all
time. It's an un-
comfortable vibe. I put
at my gate and a
pass behind me a
I'm looking. You're
really jumpy. You
can't sleep (or do
sleeping light. I do
every

Gang members snared in Carenage

keep indoors."
go out much again."
dragnet
NEWS 7
TION BUREAU QUIZZES PANDAY
Page 5

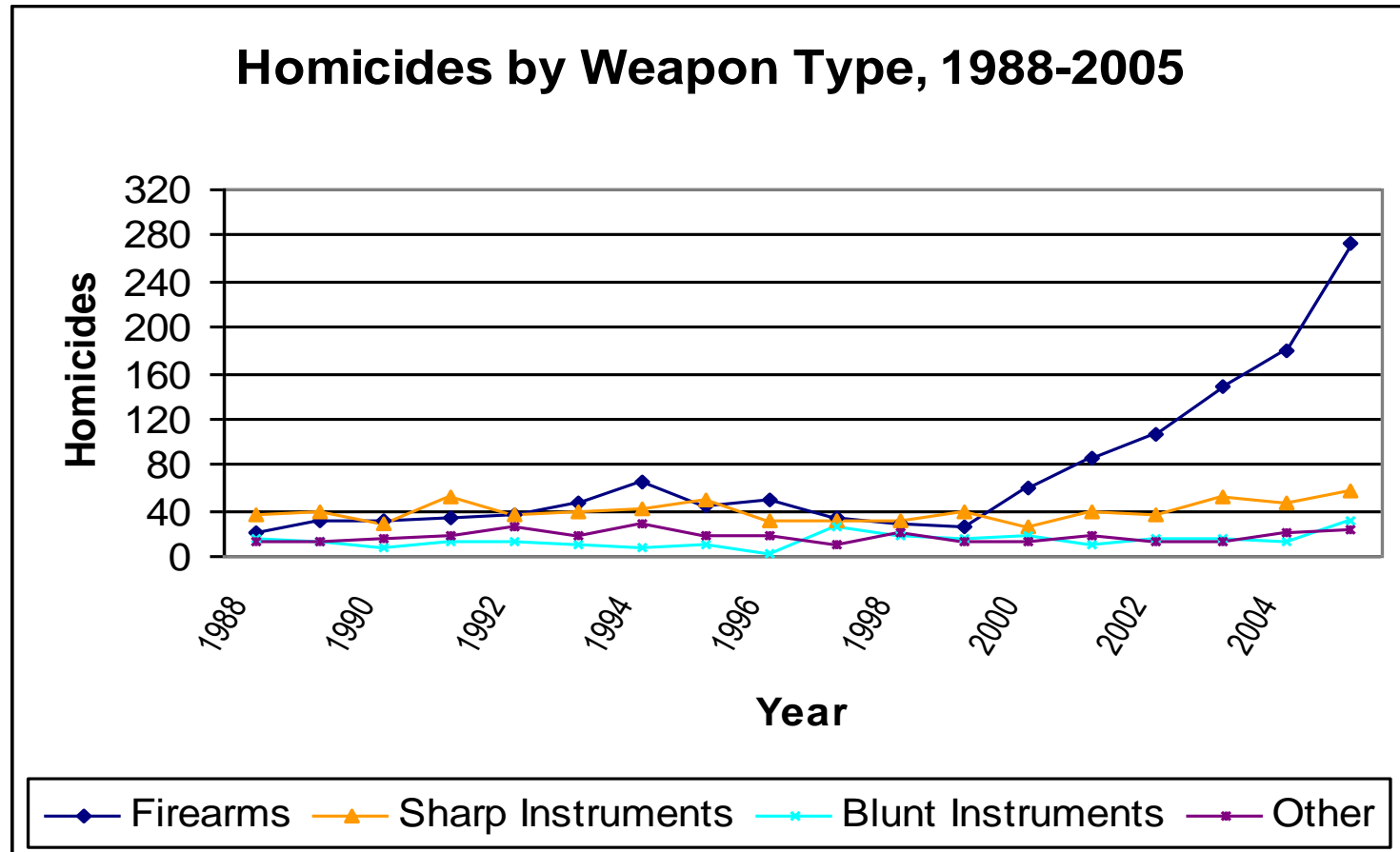
keep indoors."
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Homicides 1988-2008

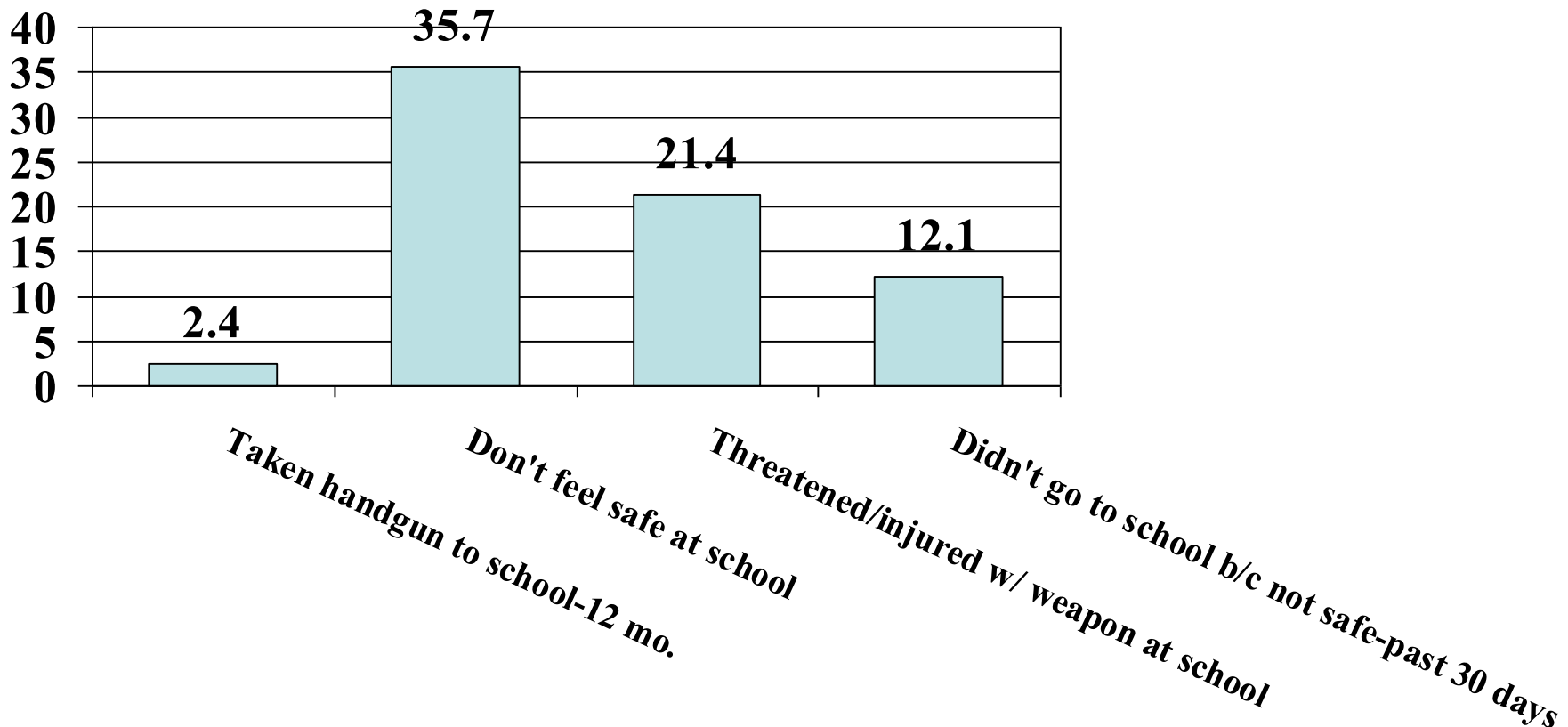


What is the conventional wisdom on what caused this epidemic increase in homicide?

- Poverty/the economy
- Parenting/family values
- The educational system
- Guns
- Drugs
- Gangs
- Unemployment Relief Programme
- Official corruption
- Other problems in the criminal justice system



TTYs: School safety (%)



What Are We Doing About the Problem?

Characteristics of Traditional Responses to School Violence

- Schools are reactive to incidents
 - Driven by teacher referrals
 - Driven by public demands for change
- Limited information from community
- Limited partnerships with police
- Limited information from students

Traditional Responses, Cont.

Leadership is focused on internal operations:

- Budget
- Staffing
- Parent complaints
- Politics
- Policies and procedures

Traditions Responses: Cont.

- Staff follow orders - have little encouragement to be innovative in solving school problems
- Evaluations based on “incidents”:
 - Incidents
 - Detention
 - Suspensions

Traditions Responses: Cont

- Schools largely operate in silos
- Schools have few external partnerships when it comes to violence
- Schools view themselves and are viewed as hierarchical

Effectiveness of Traditional Responses

- More severe discipline-ineffective.
- More private security-ineffective.
- Police on campus-ineffective.
- Etcetera

Rethinking Your Job

- Herman Goldstein - a Problem Oriented Approach to Violence.
- Responding to an incident is only the 1st step in a strategy
- Find permanent solutions to problems that lead to incidents

Goldstein Theorized:

- Underlying conditions create problems
- Problems in turn lead to incidents
- Many incidents are reported to administration
- Incidents appear to be isolated

Trinidad & Tobago Violence Prevention Academy

TT VPA Faculty

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What is the TT VPA?

- Training program
- Develop school-based violence prevention plan
- Implement school-based violence prevention plan
- Evaluate school-based violence prevention plan

Implementation of the Academy: Session #1

- Five days in classroom
- 25 schools
- Teams of up to 4 persons
- By the end of this session participants develop focus on the steps to develop a school violence prevention plan

Session #1, Cont.

- Participants are exposed to crime trends in TT
- The role of the police & schools in school related crime and violence
- School-based violence prevention partnerships
- Violence prevention planning and problem solving processes
- The concept of evidence based violence prevention strategies and practices
- Resources for identifying effective programs & practices

Session #2

- Problem identification process in practice
- Analysis of student survey data
- Analysis of teacher survey data
- Analysis of official school data
- Problem diagnosis

Session #2: Cont.

Student develop a report that:

- States the specific problem
- Gives examples of the problem
- Provides quantitative findings on the frequency of the problem
- Sets tentative goals and objectives of their project

Session #3

- Implantation planning and response development
- On site CEPTED field visits
- Report development
 - Describe response plan
 - Describe dosage of implementation
 - Document activities carried out as a consequence of the response

Session #4

- Further work on implementation planning
- Class work on understanding assessment and evaluation
- Technical assistance

Sessions 5-8

- Session 5 (3 day visit):
 - Response is finalized and is implemented
 - Evaluation begins
- Session 6/7:
 - 1-2 person, 2 day site visit
 - Provision of TA
 - Process & impact evaluation follow up
- Session 7/8: Final case study to be completed

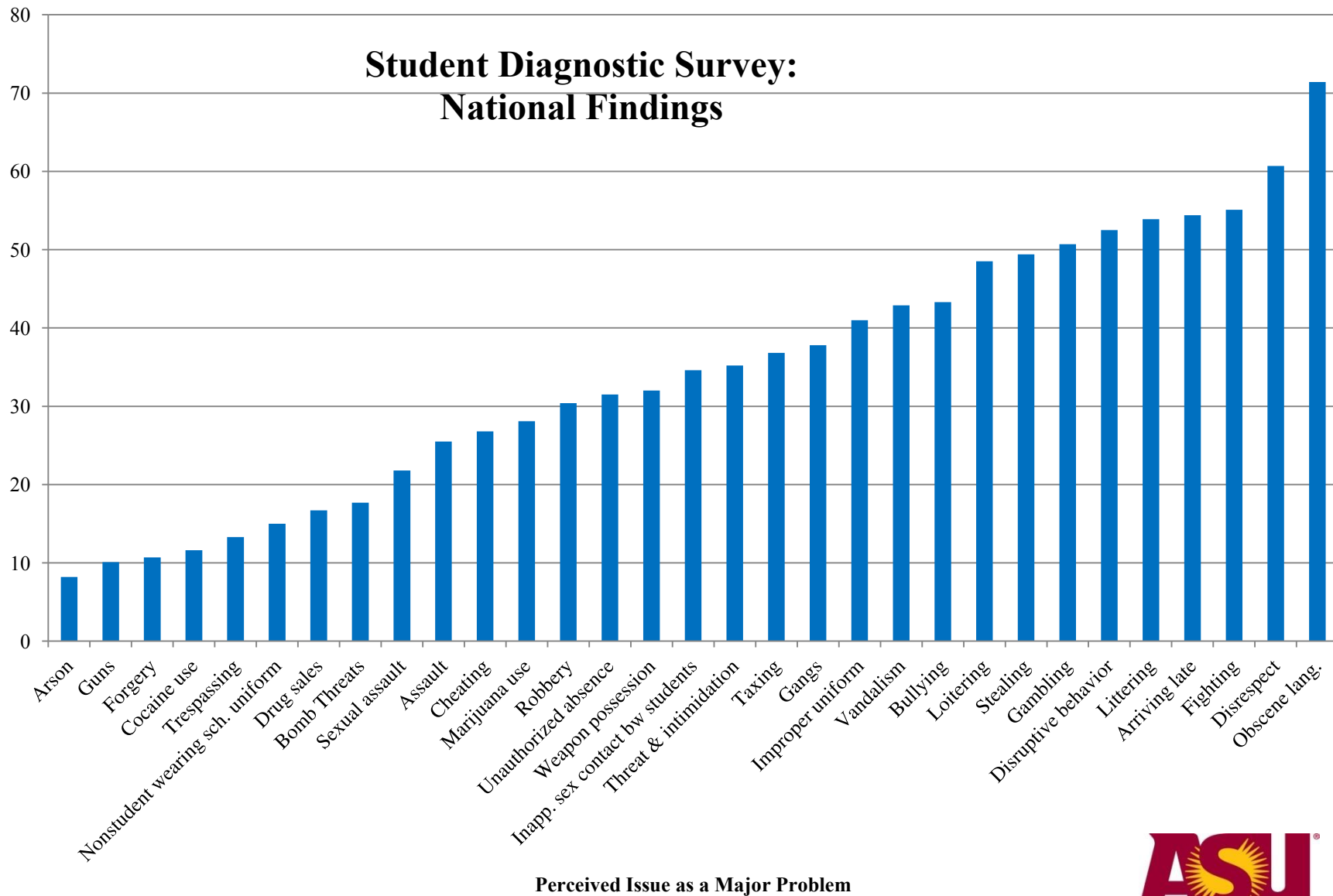
In Summary we are developing

A school-based routine method for:

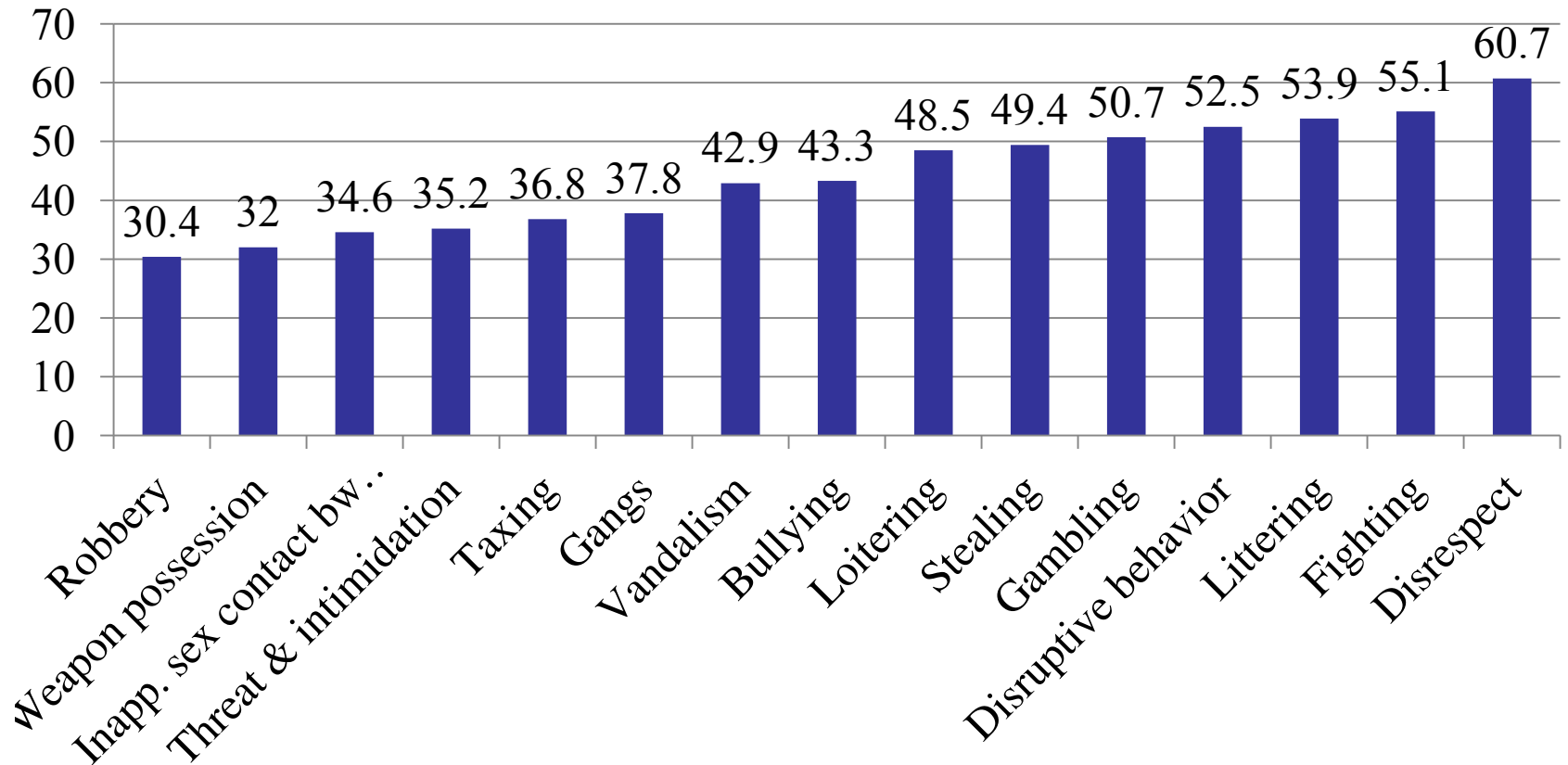
- Identification of problems
- Analysis of problems
- A response to problems
- An evaluation of effectiveness

Preliminary Course Work Examples

- Student Survey
- Teacher Survey
- Official School Data

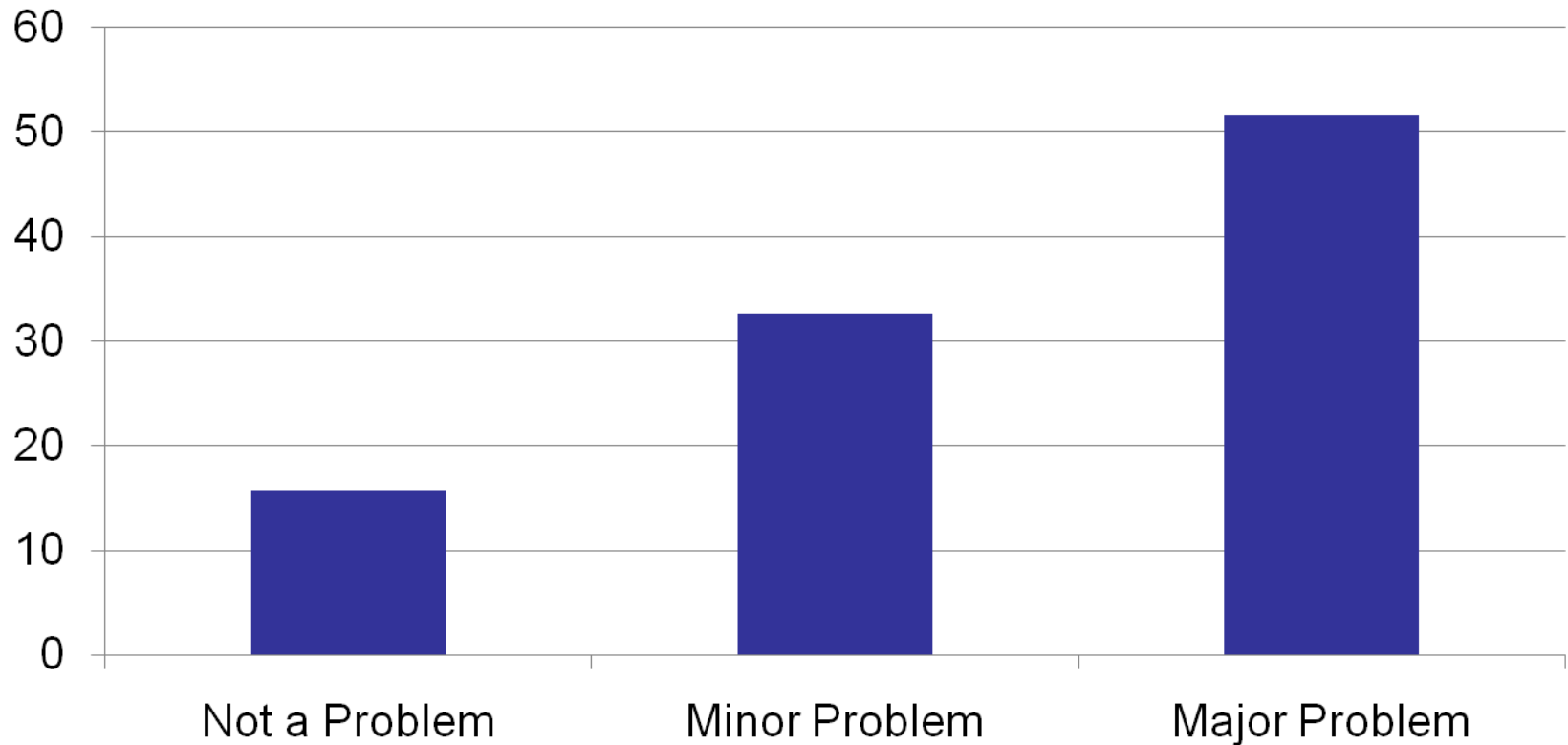


Student Diagnostic Survey: Select National Findings

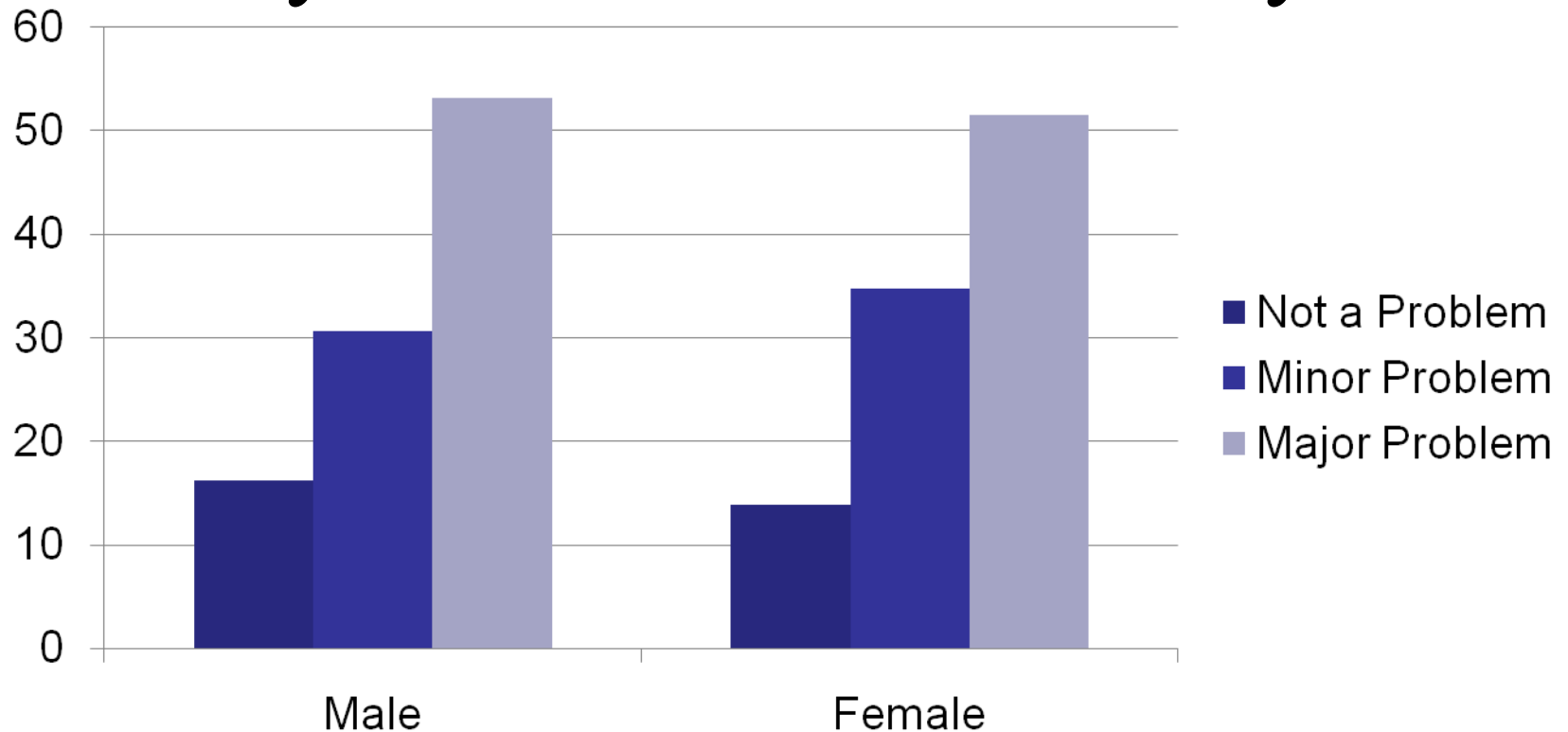


Perceived Issue as a Major Problem

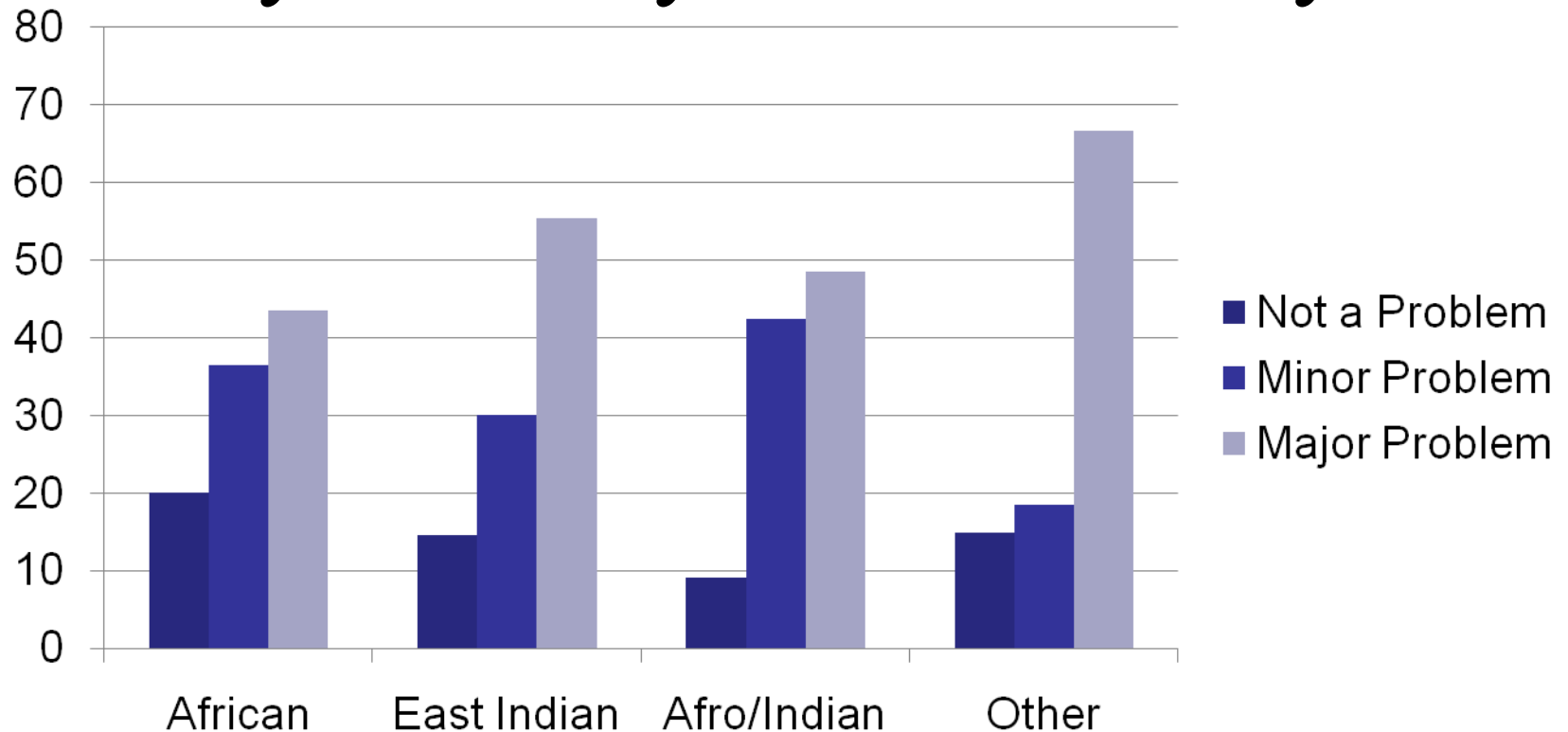
Student Perception of Gang Problem at One School in TT



Perception of Gang Problem by Gender: Student survey

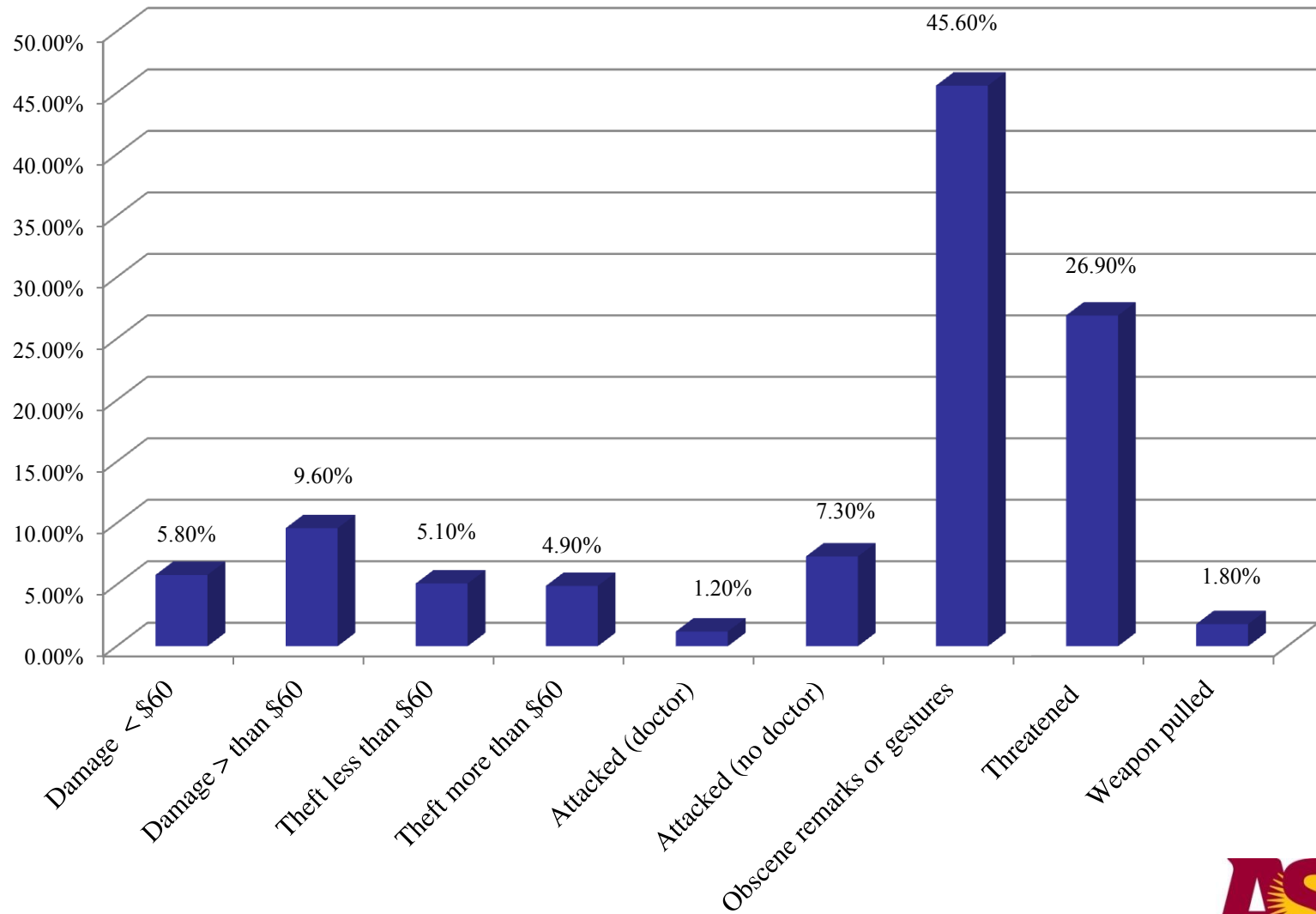


Perception of Gang Problem by Ethnicity: student survey

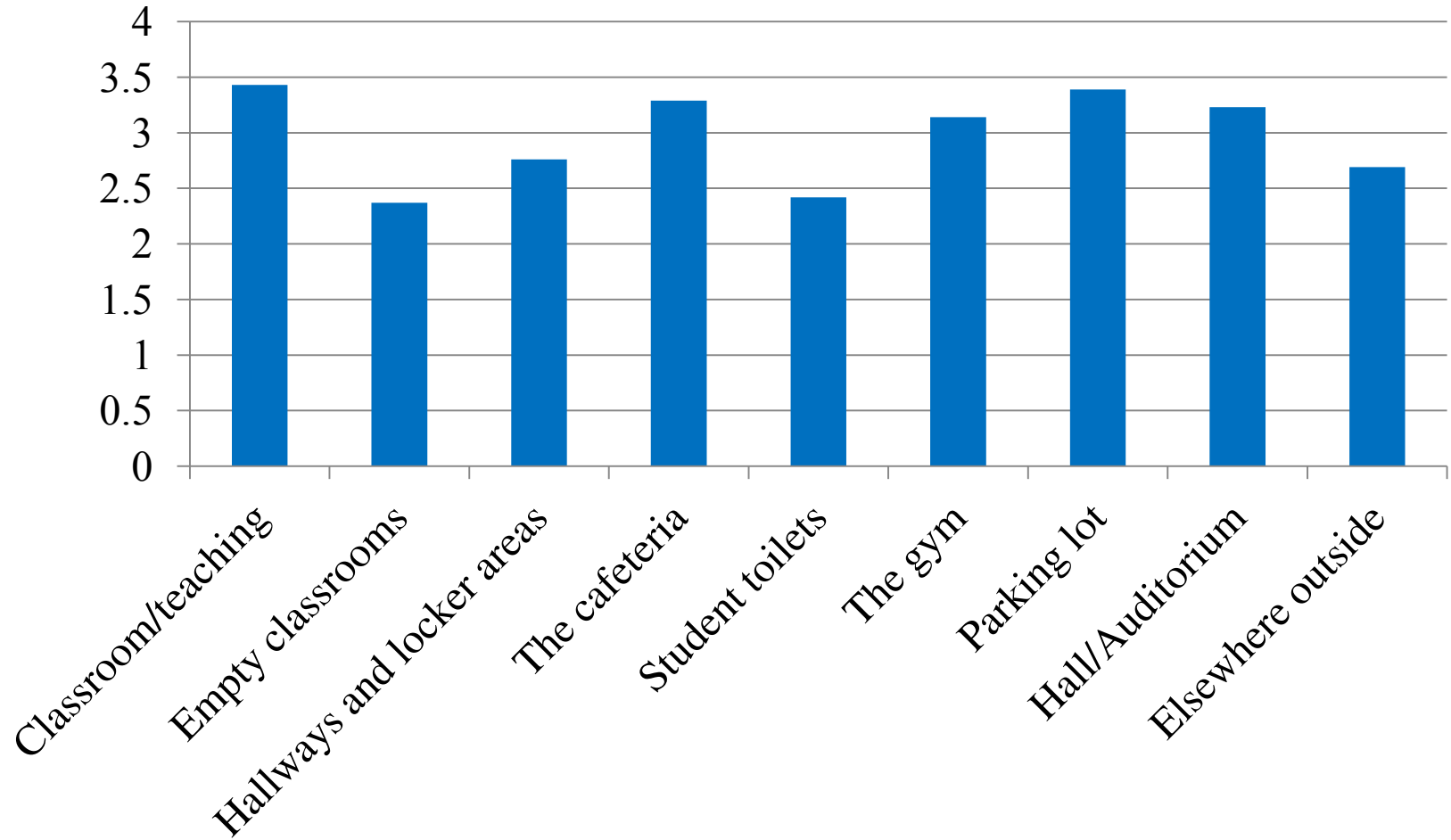


Teacher Survey

Teacher Victimization (all schools)



Perceptions of Safety (all schools)



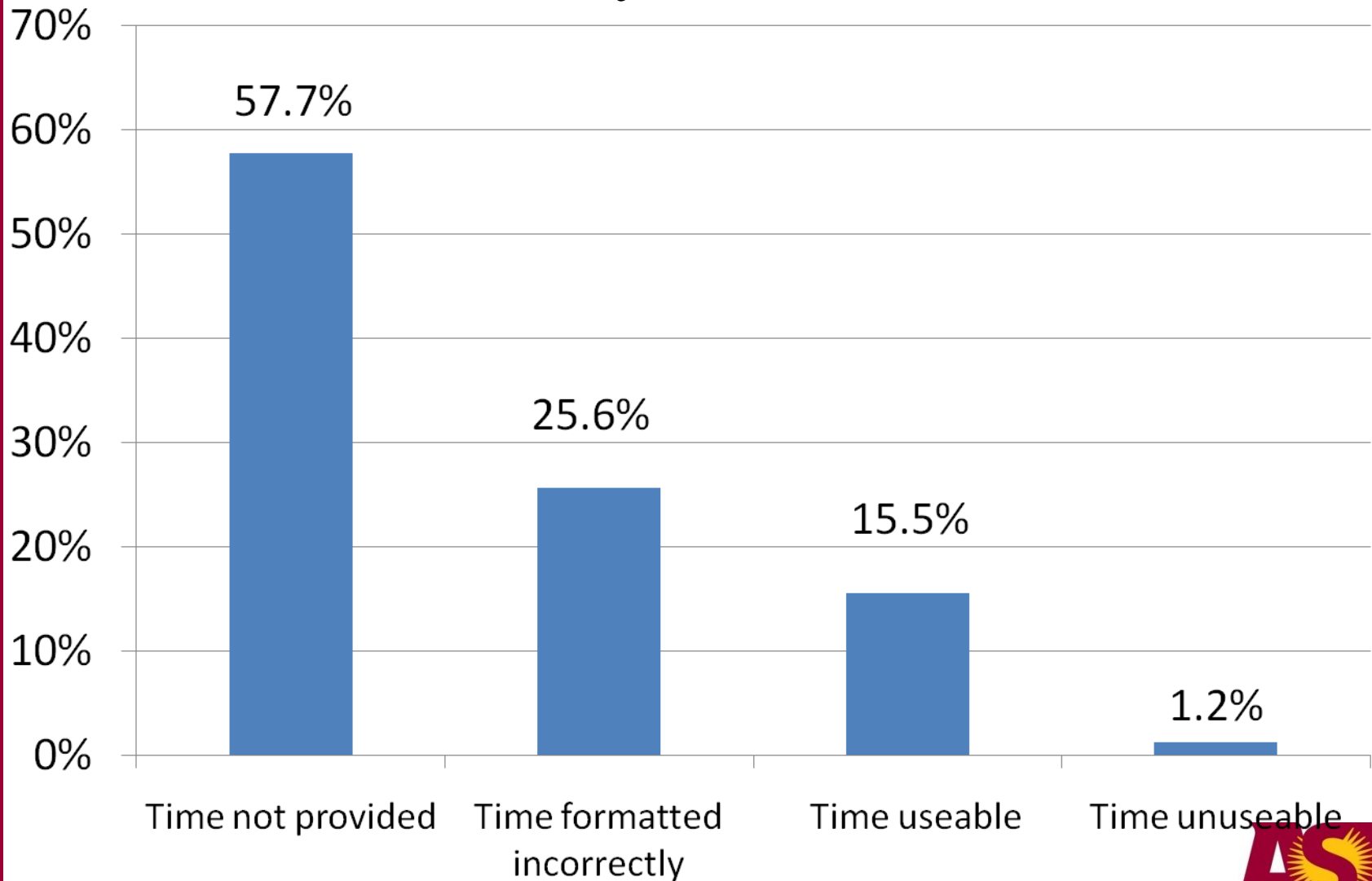
Discovering Temporal Patterns

- At least some kind of data submitted for 3,945 incidents
- Time data submitted for 1,668 incidents (42.3% of incidents)
- No time data submitted for 2,277 incidents (57.7% of incidents)!
- Serious data issues present for incidents in which times were provided
- We found this to be the case with all data elements

Time Data Issues

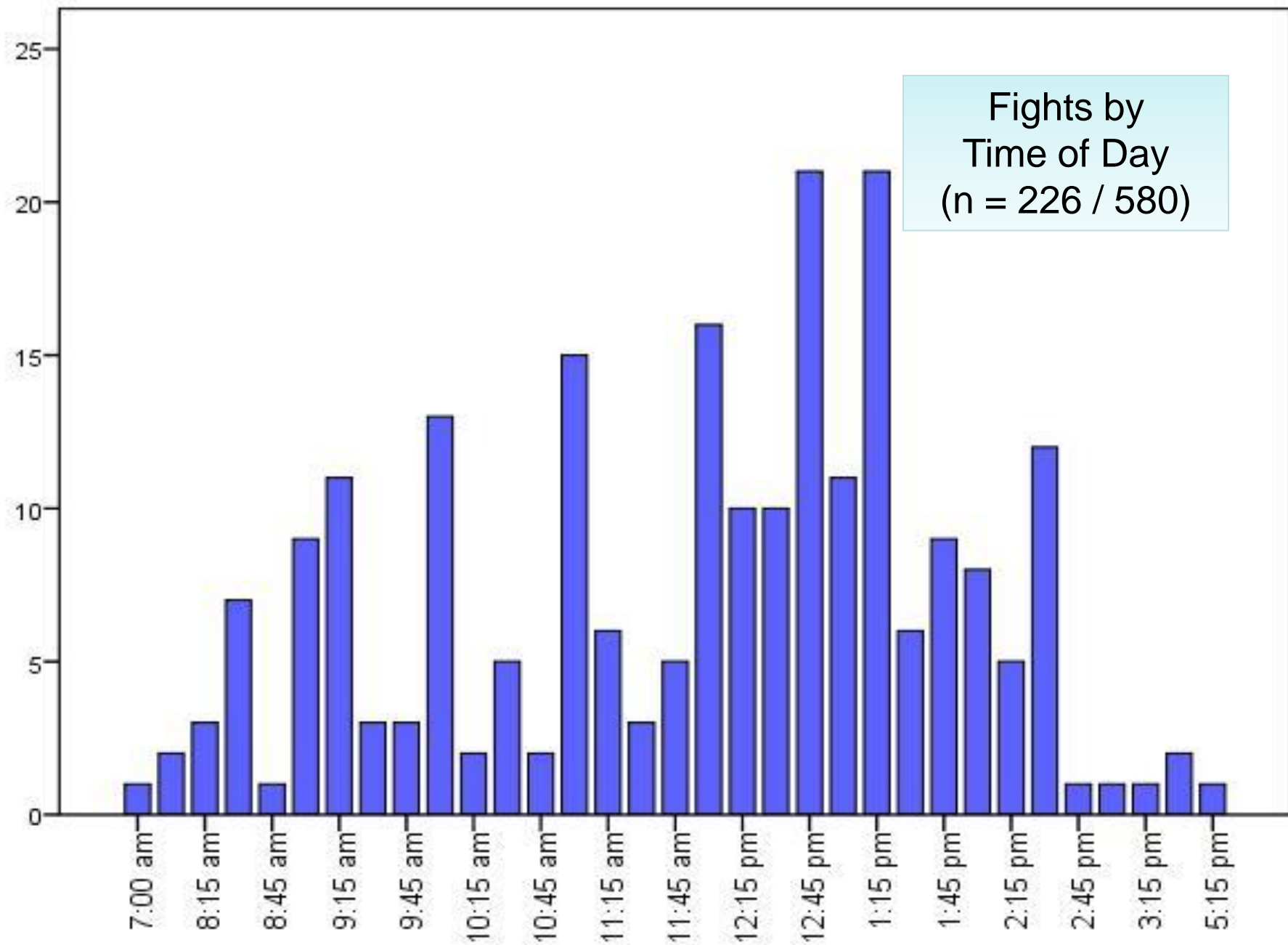
- 612 of the time entries were useable in their original format.
- 1,009 of the time entries needed to be reformatted before they could be analyzed.
- 47 of the time entries were unable to be processed because they did not represent valid times
- It took 105 lines of computer code to process the time data.

Summary of Time Data



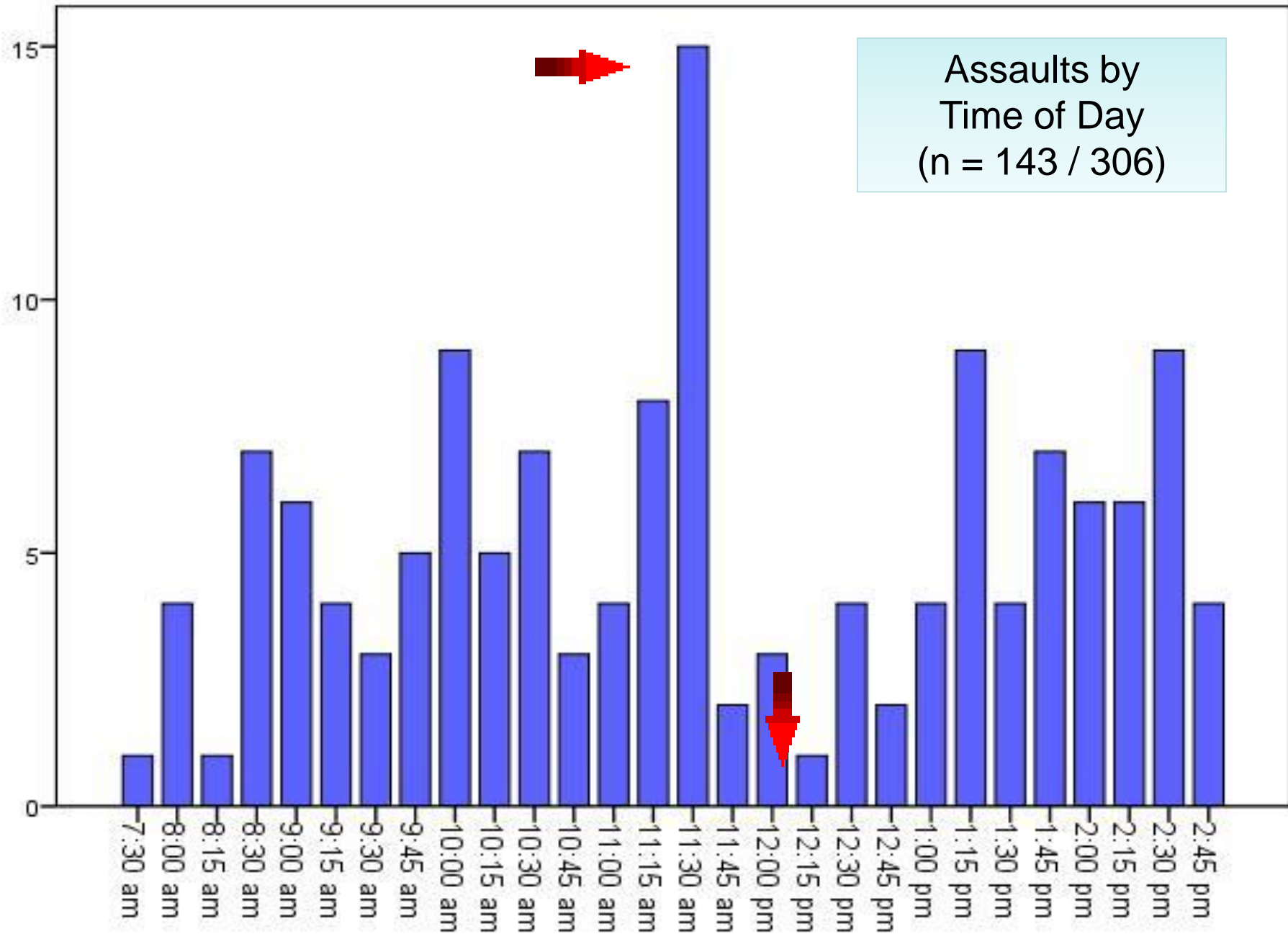
Examples of Weak Time Entries

- “After school”
- “Period 3”
- “12 & 12:40 pm”
- “12 noon”
- “11:-24:-59 AM”
- “09;30am”
- “9am”
- “8.2”

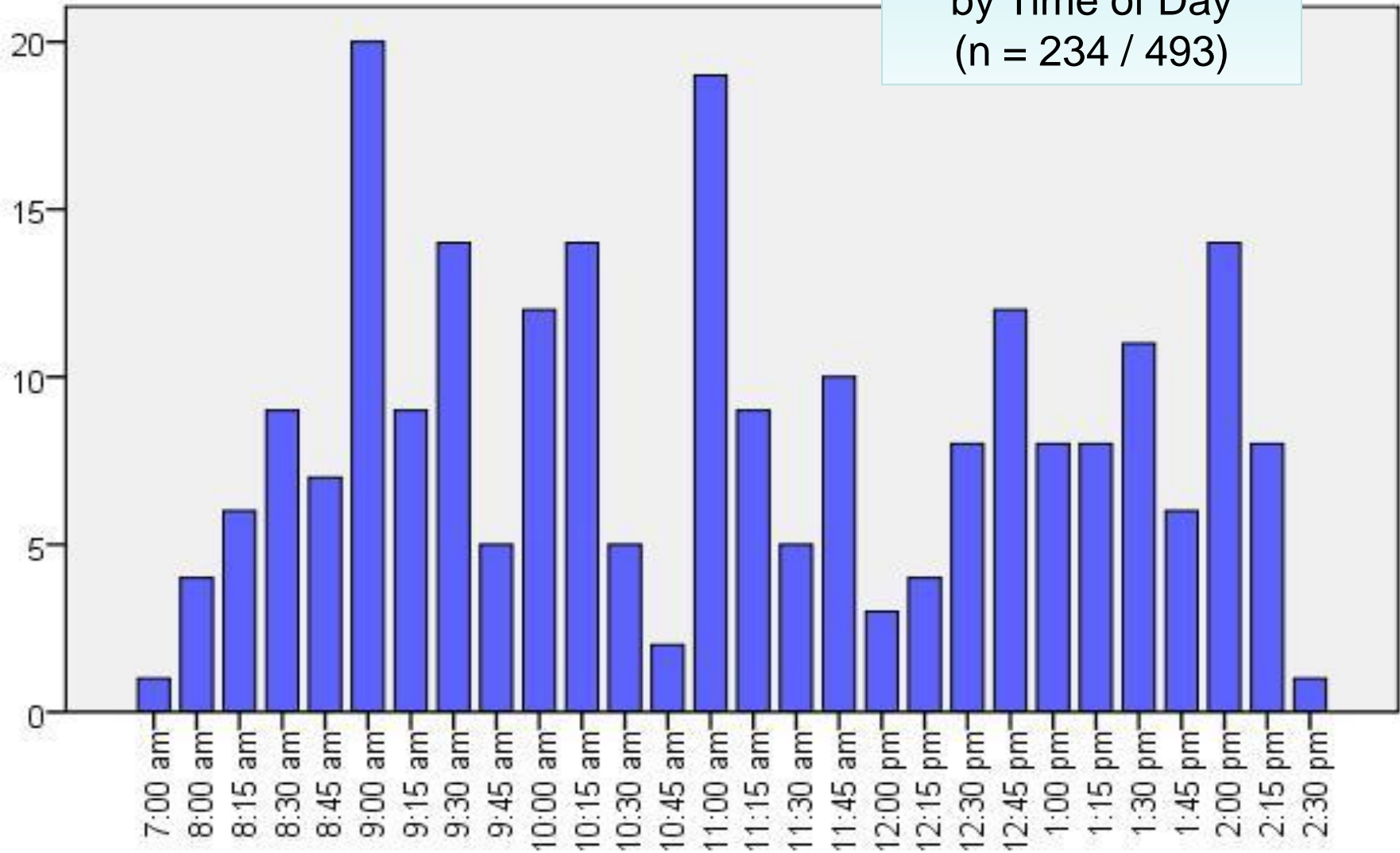




Assaults by
Time of Day
(n = 143 / 306)



Disrespect Incidents
by Time of Day
(n = 234 / 493)



Repeat Offender Analysis: Example of TT School

- Total students 875
- 104 incidents
- 69 students written up
- 51 students written up once
- 12 students were written up two times
- 2 students written up three times
- 3 students written up four times
- 1 student written up five times

Repeat Offender Analysis, Cont.

- 18 students responsible for 47 incidents
- or 18 students responsible for 45% of incidents in school
- or 2% of students responsible for 45% of school problems

Profile of A.C.: 5 incidents

- A.C. is a form 3, African, 14 year old, male.
- Assault- threw object striking teacher-7 day suspension
- Gross disrespect-parents called
- Scratch bomb-firecracker, 7 day suspension
- Selling scratch bomb & provoking a teacher-tramatised teacher-2 day suspension
- Threat-stole something from a student and threw it out the window-2 day suspension

Repeat Victimization-Example of TT school

- 91 (14%) (out of 650 students) were victimized last year
 - 73 students were victimized 1 time
 - 10 students were victimized 2 times
 - 7 students were victimized 3 times
 - 1 student was victimized 5 times
-
- So 18 (2.7%) students were responsible for 51% of victimizations

Profile: Student K.P.

- K.P. a 13 year old male victimized 5 times
- Victimizations occurred out of school, in a hallway, and in a classroom
- Victimized by 5 different offenders ranging in age from 12 to 15 years
- Incidents include Physical threats-Verbal Threats; Robbery of cell phone; Fighting & Taxing & Robbery: Physical Assault Fighting
- One victimization resulted in an injury, no weapons involved