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PROBLEM-SOLVING
STRATEGIES
FOR
COMMUNITY POLICING

A PRACTICAL GUIDE

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NEW YORK CITY
POLICE DEPARTMENT
VALUES

In partnership with the community
we pledge to:

* Protect the lives and property
  of our fellow citizens and impar-
  tially enforce the law.

* Fight crime both by preventing
  it and by aggressively pursuing
  violators of the law.

* Maintain a higher standard of
  integrity than is generally
  expected of others because so
  much is expected of us.

* Value human life, respect the
  dignity of each individual and
  render our services with
  courtesy and civility.

ACKNOWLEDGEMENT

PROBLEM-SOLVING STRATEGIES FOR COMMUNITY POLICING

A PRACTICAL GUIDE

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INTRODUCTION

Every member of the service will receive a copy of this Problem-Solving Guide to assist in their problem-solving efforts. The five step problem-solving process described in this manual is a revised version of the process originally produced by the Vera Institute of Justice for Community Patrol Officers.

The information provided in this booklet has been successfully used by our members and by many other departments around the country. The examples used are those performed by New York City Police Officers. Officers should not limit their strategies to those listed in this guide but should strive to create innovative tactics that are tailored for their areas.

Problem solving is an essential component of **Community Policing**. Officers will encounter problems which have a long history and which will not disappear overnight. It is imperative that officers understand, before they begin, that problem-solving is a **long term process**. Those involved in correcting a condition must continue to design new responses to the problem. Persistence is a key ingredient in problem-solving.

WHAT IS A PROBLEM?

Traditionally, police officers were trained to view problems only as incidents in which people break laws. Felonies, misdemeanors, and serious violations were often the only conditions that officers considered worthy of their attention. Under the philosophy of **Community Policing**, officers are encouraged to broaden their definition of problems to include conditions that threaten the quality of life in the community.

The New York City Police Department is committed to addressing any condition that concerns citizens of this city. With this in mind, a problem is:

- **Any condition that alarms, harms, threatens, causes fear, or has a potential for disorder in the community, particularly incidents that may appear as isolated but share certain characteristics such as a common pattern, victim, or geographical location.**

Example #1

If a Beat Officer or Sector car is repeatedly responding to the same address for robberies, assaults, disputes, or disorderly

groups, chances are that there is an underlying problem that gives rise to the numerous calls for police service. In this case, frequent calls for service are indicators that officers need to identify and address the cause of the incidents. Inside drug locations are known to generate repeated calls for service. Unless the cause is corrected, these officers will continue to respond to the symptoms without eliminating the real problem.

Example #2

If there are signs of disorder in a neighborhood, these conditions are signals that attract criminal behavior; examples include abandoned buildings, garbage-filled vacant lots, derelict vehicles, graffiti, and dirty streets. Those who commit crimes often view disorder as an open invitation to engage in criminal activity. In this case, officers must engage in efforts to change the appearance of disorder as a crime prevention strategy.

Remember:

Problems are situations that concern people who live or work in the area and are unlikely to disappear without intervention.

WHO SOLVES PROBLEMS?

Actions or behaviors of one or more individuals become problems when others are adversely affected by those actions. Anyone who is affected by or comes in contact with the problem can help to solve it.

Traditionally, members of the department have educated members of the community to avoid involvement with problems. Under **Community Policing,** everyone is a problem solver. Officers are encouraged to enroll non-traditional participants in the problem-solving process. People who have a vested interest in solving the problem are more likely to become dedicated problem solvers.

Problem Solvers

1. All Members of NYPD
2. Other Law Enforcement Agencies
3. Community Residents and Leaders
4. City Agencies
5. Community Board Members
6. Precinct Council Members
7. Local Businesses
8. Public and Private Organizations
9. Anyone Affected by or Connected to the Problem

Officers will be the primary problem-solving coordinators in their assigned areas. An officer's problem-solving ability is determined by the following factors:

1. Experience
2. Knowledge
3. Persistence
4. Commitment
5. Use of Resources

FIVE STEP PROBLEM-SOLVING PROCESS

1. IDENTIFY THE PROBLEM.
2. ANALYZE THE PROBLEM.
3. DESIGN A RESPONSE.
4. IMPLEMENT THE RESPONSE.
5. EVALUATE THE RESPONSE.

Remember:

The five steps of problem solving are to be used as a guide in addressing conditions that require long-term attention.

STEP #1: IDENTIFY THE PROBLEM

Identifying a problem is the first step in the problem-solving process. In this step, the officer determines what incidents, situations, or conditions cause problems or discomfort for people who live and work in the community.

Use Available Resources to Identify Problems

1. **Community Residents and Leaders:** Talk to people who live and work in the area. This is one of the most important sources of information.

2. **Personal Observations:** Use professional knowledge and past experience in police work.

3. **Law Enforcement Colleagues:** Talk to other police officers, police agencies, auxiliary officers, private security officers, school crossing guards, and school safety officers who live or work in the area.

4. **Department Records:** Review complaint reports, aided and accident reports, arrest records, juvenile reports, CCRB Complaints, and any other reports that

can assist in determining problematic conditions.

5. **Crime Analysis:** Conduct your own crime analysis to examine crime patterns victims, and locations. Talk to the stationhouse crime analysis personnel.

6. **Government Agencies:** Talk to representatives in city, state, and federal agencies. Often, members of the local community boards and precinct councils can be a valuable source.

7. **Local Press:** Subscribe to and read the local newspapers. Actual and potential problems are often discussed in the articles and editorials.

8. **Civic Associations:** Talk to representatives of businesses, churches, block and tenant associations, anti-drug organizations, and other local groups to obtain information.

Remember:

Officers should verify that the problem really is a problem before going to the next step. Officers should conduct follow-up interviews with those who are affected by the condition. Always keep in mind that correct problem identification is crucial. Inaccurate problem identification may cause officers to develop solutions to symptoms of problems which will not resolve the condition causing the problem.

Examples of Problems Encountered by NYPD Officers:

Quality of Life Problems

1. Large Homeless Population
2. Disorderly Groups
3. Squatters (Illegal occupation of apartment buildings)
4. Unsecured, Abandoned Buildings
5. Garbage-Filled Vacant Lots
6. Illegal Livery Car Operations (Transit bus routes)

7. Graffiti
8. Double Parking Conditions
9. Unlicensed Peddlers
10. Unsafe Intersections (Pedestrians and vehicles)
11. Open Fire Hydrants
12. Pooper Scooper Violations
13. Noise Complaints (Loud radio playing)
14. Illegal Garbage Dumping
15. Ticket Speculation (Scalping)
16.* Prostitution Conditions
17.* Confidence Games (Con Games)
18. Derelict Autos
19. ABC Violations (Selling alcohol to minors)
20. Health Code Violations
21.* Bias Attacks
22. Consumer Affairs Violations
23.* School Vandalism
24.* Church/Synagogue Vandalism
25. Truancy
26.* Juvenile Gang Activities

*Note: Some "quality of life" conditions are also crimes.

Crime-Related Problems

1. Robberies
2. Burglaries
3. Grand Larceny Auto
4. Larceny from Auto
5. Drug Dealers / Drug Buyers
6. Jostling
7. Fraudulent Accosting
8. Assaults
9. Homicide
10. Drive-By Shooting
11. Extortion (Merchant)
12. Arson
13. Criminal Mischief
14. Criminal Possession of Deadly / Dangerous Weapons
15. Rape / Sexual Offenses

Note: Citizens are concerned about crime-related problems, but often, "quality of life" problems may be more important to their daily comfort levels.

STEP #2: ANALYZE THE PROBLEM

Analyzing the problem is the investigative step of problem solving. This step can become time consuming. Officers want to ensure that they know everything there is to know about the problem. This means that officers will examine every component of the targeted condition. Often, important details are not clear or obvious. The problem may require thorough investigation to expose all the details. Problem analysis entails exploration of the actors, actions, and responses of all persons affected by a particular condition.

COMPONENTS OF PROBLEM ANALYSIS

1. **Actors:** Anyone connected to the problem. Victims, offenders, and third parties fall into this category.

   a. **Victims:** Individuals who are harmed, alarmed, or negatively affected by the condition.

   b. **Offenders:** Individuals who commit acts that cause harm, alarm, or create fear.

   c. **Third Parties:** Witnesses or those who are indirectly affected by the problem.

2. **Actions:** Examine the actions of each actor to determine the impact on the condition. Investigating actions includes a probe of the **physical setting** and the **social context** to see how these elements relate to the problem.

   a. **Physical Setting:** Inspect the location to determine how it contributes to the problem. Are there abandoned buildings, isolated bus stops, or inadequate street lighting?

   b. **Social Context**: Search for social conditions that may influence or create the problem. Identify the group association of each actor (race, sex, age, ethnicity, language, nationality, religion, sexual orientation, economic condition, educational level). Are these groups in conflict and what factors motivate their actions?

   c. **Sequence of Events:** Research the order of the actions to determine how a particular sequence may influence the condition. For example, incidents of robbery on Fridays may be influenced by the fact that people are paid on Fridays.

3. **Responses:** Check out the community's response to determine the severity of the problem. What is the police's view of the problem?

Remember:

Successful intervention may be determined by the amount of information that you have about the problem. Attention to detail is a key component of problem analysis.

STEP #3: DESIGNING A RESPONSE

Designing a response is the planning step in problem solving. In this step, officers <u>set goals</u>, <u>develop strategies</u>, and <u>assess the available resources</u>. Officers will look for solutions that produce long-lasting, significant changes in the condition. Ultimately, the most useful response produces a substantial improvement for the community, reduces police workload, and improves relations with the community.

1. Goal Setting

Goal setting requires a detailed written statement which outlines the desired achievement expected to result from concrete actions. **For example, the goal is to reduce the number of traffic accidents at the corner of Madison Avenue and 57th Street by 15% within one month.**

2. Two Types of Goals

a. **Short-Term Goals:** Using strategies which produce results that are noticeable and measurable within a short time. For example, reducing the number of robberies at a par-

ticular location may be a short-term goal.

b. **Long-Term Goals:** Using strategies and tactics designed to produce future results after a longer period of time. **For example, totally eliminating a robbery condition may be a long-term goal.**

c. **Create a Time Table:** Officers set target dates for achieving both long-term and short-term goals.

3. **Types of Solutions**

a. **Reduce Frequency of Occurrence:** Short-term goal designed to chip away at a larger problem. Reduction of a condition may impact upon fear levels in the community regarding certain incidents. **For example, decreasing the number of unlicensed peddlers in a shopping district.**

b. **Eliminate Problem:** Best solution for most problems and the most difficult to achieve. Officers must recognize that total elimination is not the only measure of success in dealing with a problem. **For example, cleaning up an area which has a chronic prostitution condition.**

c. **Change Perceptions:** Designed to demonstrate the Department's commitment and efforts to address a specific condition that appears to have been ignored or handled unsatisfactorily. Officers provide concrete examples, conduct follow-ups, and provide accurate information to the community regarding certain incidents. **For example, providing accurate feedback about Department efforts to eliminate drug sales in a housing project.**

d. <u>Clarify Responsibility:</u> Designed to express the Department's concern and efforts to coordinate with the agency that is better equipped to respond to certain conditions. **For example, working with the Department of Parks to correct a dangerous condition at a playground.**

4. <u>Use of Strategies</u>

Traditionally, a police department's strategies for handling problems were confined to a limited number of tools. Community Policing strategies incorporate both <u>traditional</u> and <u>nontraditional tactics:</u>

TABLE #1:

TRADITIONAL TACTICS

| ARRESTS |
| SUMMONSES |
| REFERRALS |
| REPORTS |

Interim
Action

Basic Tools
for Law
Enforcement

Remember:

This box contains the fundamental tools
of law enforcement strategies. Officers
will frequently use them to address prob-
lems. They should be used as a tactic that
is incorporated into a larger plan. Histor-
ically, these tools alone have not pro-
duced long-lasting solutions to comm-
unity problems.

TABLE #2

NON-TRADITIONAL TACTICS

COMMUNITY ORGANIZING

EDUCATING THE PUBLIC

ALTERING BEHAVIOR OF ACTORS

ALTERING PHYSICAL SETTING

CHANGING SOCIAL CONTEXT

CHANGING SEQUENCE OF EVENTS

CHANGING RESULTS OF EVENTS

CHANGING PERCEPTIONS OF

EVENTS

USING OTHER AGENCIES

FOCUSING ON CRIME PREVENTION

OPENLY COMMUNICATING WITH

PUBLIC

ACTIVELY ENGAGING PUBLIC

Remember:

Community Policing and Problem-Solving require a more extensive list of tools to address conditions. Officers should consider flooding the problem with both traditional and non-traditional responses.

5. Developing Strategies for Problem Solving

a. Alter the Behavior of Actors

Offenders: Use law enforcement tactics, request compliance, provide education, and offer alternatives to harmful behavior. Find out how offenders choose their victims, what attracts them to certain locations, and who their associates are. **For example, when a robbery suspect is apprehended, take this opportunity to obtain information that may be used to educate residents about minimizing their chances of becoming robbery victims.**

Victims: Alert victims to methods of crime prevention by educating and pro-

victimization. Encourage community involvement in crime prevention programs, including **Blockwatcher** and **Auxiliary Police Program**. For example, conducting crime prevention surveys of victims of burglaries can provide information about better security for businesses and residences.

Third Parties: Identify and encourage third parties to provide information about the problem, and cooperate with any prosecution. Using third parties as participants in community projects can discourage offenders from harmful behavior. For example, in neighborhoods where there are no formal community organizations such as Block Associations, officers should coordinate the efforts of residents to establish formal associations.

b. Alter the Physical Setting

Restructuring the Environment:

Often changing the physical setting can reduce the frequency of the occurrence of problems. Characteristics of the environment such as dim lighting, overgrown trees, isolated bus stops, and debris can attract criminal behavior. For example, convincing the Transit Au-

thority to close a seldom-used subway exit may eliminate robberies in that area of your Beat or Sector.

c. Change the Social Context

Problems generally occur within a particular social context. Knowledge of the dynamics of group behavior can provide a strategy for intervention.

Example #1: Chronic calls from senior citizens regarding a group of disorderly youths may be created by the lack of a more appropriate location to congregate. In this case, officers can work with both groups to find another location where the youths can be supervised, for example, a local youth center or a <u>PAL Center</u>.

Example #2: Incidents of bias-related violence in a local high school may be reduced by working with community leaders and school officials to create race relations programs and peer mediation groups to work toward common goals.

d. Change the Sequence of Events

Some problems can be eliminated or reduced by intervening in the sequence of events that give rise to a condition. Re-

arranging schedules of the actors can be an important tactic.

Example #1: Senior citizens are easily intimidated by large groups of teenagers who ride the buses and subways to and from school. Officers can advise the seniors to rearrange their travel schedule, when possible, to bypass the school rush hours. This can reduce fear levels and minimize their chances of be victimized.

Example #2: An area that has three public schools with the same dismissal time usually goes into radio alert. Students leaving the three schools create numerous problems for the local residents and store owners. Officers may ask each school principal to cooperate by staggering the dismissal time to reduce the number of students congregating in the area.

e. Change the Results of the Events

Changing the results of an event can change the problem. Profit, reward, or personal gain may be motivators for offenders who commit offenses and create problems. Officers must devise strategies to eliminate the offender's desired outcome.

Example: Locating and vouchering a drug dealer's stash eliminates the profit from drug sales. Vouchering, towing, and summonsing the cars of drug buyers can act as a deterrent and reduce the number of customers frequenting drug locations.

f. Assess the Available Resources

Establish a Help List: Create a list of police department units, community members, community groups, city agencies, and public and private agencies that are potential resources. The ability to identify and use resources can determine the success of a particular response. For example, an officer whose problem is a building with a chronic burglary condition may list the following as potential resources: Tenants, landlord, Anti-Crime Unit, Latent Print officer, Patrol Officers, Block Watchers, Block Association, Community Board, and anyone else who is willing to assist.

Make Contact with Resources:
After a list of resources is made, each resource must be contacted and encouraged to support efforts to address the condition. For example, the aforementioned burglary condition requires

the officer to contact the resources,
inform them of the condition, and re-
quest that they help solve the prob-
lem.

<u>Get a Commitment:</u>   Ask each re-
source to commit to an active role in
eliminating the condition. Define the
role for each member to play in dealing
with the problem. For example, in the
case of the burglary condition, have
tenants attend a crime prevention sem-
inar on better security for their apart-
ments. Get Blockwatchers to watch
the area commonly used to enter the
building.

<u>Maintain Established Contact:</u>
Members must be periodically recon-
tacted to confirm their roles and com-
mitments. Monitor members to ensure
that they keep their part of the agree-
ment. Restate their roles.

Remember:

Strategies and tactics should not be limited to those identified in these steps. Brainstorm with community members, colleagues, and other agencies to develop responses to community conditions.

GAIN SUPPORT AND APPROVAL FROM SUPERVISORS. CHECK TO ENSURE THAT STRATEGIES CONFORM TO APPLICABLE LAWS AND DEPARTMENT POLICIES BEFORE IMPLEMENTING A RESPONSE.

STEP #4: IMPLEMENT THE RESPONSE

Implementing the response is the working and action step of problem-solving. In this step, officers use strategies, tactics, and resources to enroll all participants in planned actions.

1. **Cover All Bases:** Check and recheck to insure that all players who have a role in the implementation process are in position at the required time and place to contribute their part of the plan. **For example, if the Department of Sanitation is part of your plan to clean a garbage-filled lot, assure that they will respond at the appropriate time and date.**

2. **Stick to Planned Tactics:** All actions in the implementation step should coincide specifically with plans identified in previous problem-solving steps. **For example, the plan is to reduce a prostitution condition by assisting a community action group that is leading a demonstration in a three-block area that has been identified as a prostitute-prone location. Sticking to the strategy means confining the group to the designated three-block area and adhering to the**

time table with specified date and time.

3. **Be Flexible:** Take into account events or circumstances that could positively or negatively affect your plan. If a situation changes, you may need to alter your plans. For example, if it is discovered that the time to implement the plan is inappropriate, officers should consider adjusting the schedule to incorporate this factor. All participants must be informed of the change and provided with information about the ajustment.

4. <u>Establish Feedback Mechanisms:</u>
Mechanisms to provide and receive feedback should be included in the implementation phase. Officers want to insure that they receive up-to-date information about the problem at all times. For example, officers working on a robbery condition in a shopping district should question shoppers, merchants, and security persons about the effectiveness of distributing flyers designed to increase awareness of the robbery condition.

5. <u>Keep Records:</u> Officers should maintain a chronological log of all activities regarding the problem. Department records such as Beat Books, Activity Logs, and Sector Conditions Logs may suffice as re-

cording devices. All events, activities, and responses associated with the problem must be recorded. **For example, keep a diary of all events and responses associated with the problem; this may be used to disseminate information about the details of a successful intervention strategy.**

STEP #5: EVALUATE THE RESPONSE

Evaluating the response is an essential follow-up step that allows officers to examine the status of the problem and the impact of their work. An evaluation of strategies is necessary for the several reasons.

1. It measures the effectiveness of the planned response.
2. It provides more information about the problem.
3. It provides an opportunity to obtain feedback from community residents.

The problem-solving process is not complete until the plan has been evaluated.

Measuring the Effectiveness of Response

1. **Examine Planned Response:**
   Officers must conduct an investigation to determine whether all phases of the plan were implemented. A thorough study should reveal whether all participants were able to carry out their commitments. If any part of the plan was left out, officers may need to modify the plan or try again to implement the entire response.

For example, if a plan is implemented
to use Building Inspectors in a case
where landlords are uncooperative with
efforts to remove drug dealers from a
privately owned apartment building,
officers must ascertain whether the
inspectors were able to conduct the
inspection and find violations.

2. **Examine Impact of Strategies on
   Problem:** If the entire plan was implemen-
   ted, officers must study the results to see
   if there was an impact on the problem.
   For example, if numerous violations
   were found in the building, was this
   action sufficient to influence the land-
   lord to cooperate with the tenants and
   police?

3. **Ask Questions:** Officers should seek an-
   swers to the following question to deter-
   mine the success of the response:

   - Is the plan working?

   - Has the problem been changed
     or eliminated?

   - What is the level of success?

   - What is the level of failure?

   - Has the frequency of occurrence
     decreased?

- Are residents satisfied with the police response?

- What is the impact of the plan on the behavior of the actors (victims, offenders, and third parties)?

- What kind of feedback (positive or negative) are officers receiving?

- What is the response from community leaders, public and private institutions, and law enforcement officers?

- Does the officer's response need modification?

- What else did the officer learn about the problem?

- Did the officer correctly identify the real problem?

4. **Interpret Information:** Answers to the above question should be compiled to re-examine the condition. This information can be used to analyze the effectiveness of the response. Responses often reveal new aspects of the problem. **For example, officers working on a robbery condition found that this was not the <u>real</u> problem. When interpreting data from**

their initial response, they found that a prostitution condition was the underlying problem that gave rise to the robbery condition. Additional feedback suggested that the prostitutes were robbing their customers, and the customers were concealing this information.

5. **Communicate with Neighborhood Residents:** Officers can use the evaluation phase to inform comunity residents of the strategies, solicit input, inquire about results, and encourage participation. For example, officers working to reduce the homeless population in a community were more successful when they informed community residents that they had obtained adequate shelter for relocation. Knowing that something was being done increased residents' confidence in the police and made them more willing to support the efforts of the officers.

6. **Evaluate Successful Responses:** After implementing a response, observing and interpreting the results, and noting a substantial improvement, the response could be judged a success. Nevertheless officers need to make sure that the change in the problem is directly related to their efforts. Officers do not want to take

credit for removing a condition if its absence is related to other circumstances. **For example, using the Department of Social Services and the Department of Health to encourage the homeless population to obtain shelter and medical care may appear to be a solution when the homeless population disappears from the community. However, their absence may be due to frigid weather conditions, which forced them into the subway system. In this case, their absence is due to weather conditions and not to the planned intervention strategy.**

7. Evaluate Unsuccessful Responses:
   If a response does not change the condition, <u>this does not mean that the strategy has failed.</u> This could be an indication that the problem is more complex than originally perceived. Complex problems require more sophisticated solutions.

8. Repeat the Problem-Solving Process:
   Officers should start again from the beginning of the problem-solving process if the response does not eliminate, reduce, or change the problem. <u>Successful problem solving requires accurate identification and understanding of the problem.</u> Officers must have knowledge of and

clearly understand all of the components
of the problem.

Remember:

Every response will not eliminate or
correct a condition. However, each
response will reveal a new dimension
of the problem. The more that officers
learn about the problem, the greater
the chances of developing an effective
response. Officers should not become
discouraged if the initial response does
not produce the desired results. Pro-
blem-solving is a long-term process.

PROBLEM-SOLVING TACTICS FOR SECTOR OFFICERS

Officers assigned to Sector Patrol are required to engage in problem-solving. The time frame for problem-solving is limited by the 911 dispatched assignment to emergency calls. Ultimately, the complete implementation of Community Policing will result in a utilization rate not exceeding 60%, thus allowing Sector Officers more time for problem-solving. In the interim, Sector Officers are encouraged to use uncommitted time for problem-solving initiatives.

EMPLOY CONCEPT OF TEAMWORK

1. **Confer with Beat Officers:**
   Inquire about Beat and Sector conditions of your colleagues. What are they working to correct? Offer assistance during uncommitted time.

2. **Consult with Precinct Personnel:**
   Ascertain whether other precinct members are involved with projects that could use support.

3. **Review Precinct Records:**
   Identify existing precinct conditions and monitor troubled locations.

4. **Plan Short-Term Goals:** Target specific conditions. Commit to getting involved in Community Policing projects.

5. **Monitor Roll Calls:** Record reported precinct conditions given by supervisors at Roll Call. Plan to visit locations within the assigned community sector to scan for possible intervention.

6. **Prevent Crime:** Survey intersections, streets, traffic devices, physical structures, shopping areas, business districts, and other locations to detect potential problems.

APPENDIX

RESOURCE SECTION

Abandoned Cars	(212) 219-8090
Abused Children	(800) 342-3720
Aids Information and Referral	(800) 342-2437
Alcohol Addiction	(212) 979-1010
Alternate Parking Regulations	
(Dept. of Traffic)	(212) 566-4121
Annoyance Call Bureau	
(NY Telephone Co.)	(800) 522-1122
A.S.P.C.A. Animals	
- Stray or Injured	(718) 997-6330
Brooklyn Union Gas	(718) 643-4050
Child Abuse-N.Y. State	
Central Registry	(800) 342-3720
Children's Emergency Service	(212) 966-8000
Cocaine Hotline	(800) 444-9999
Con Edison Gas and Electric	(212) 683-8830
Consumer Affairs	(212) 487-4444
Crack Hotline	(212) 374-KRAK
Crime Victims Assistance Unit	(718) 590-2115
(Bronx D.A. Office)	
Crime Victims	
Compensation Board	(212) 417-5160
Crime Victims Hotline	(212) 577-7777
Crime Victims Hotline	
/ Battered Women	(212) 577-7777
Derelict Autos	(212) 924-2946
District Attorney (Community	
Affairs Office)	
Manhattan	(212) 335-9082
Bronx	(718) 590-2295
Brooklyn	(718) 802-2093
Queens	(718) 520-5400
Staten Island	(718) 390-2600

RESOURCES(con't)

Domestic Violence Helpline	(800) 942-6906
Drugbuster	
(With Confidential ID#)	(212) 477-7669
Emergency Assistance Unit	
(Dept. of Social Services)	(212) 420-7788
Environmental Protection	
(Noise/Air Pollution)	(718) 699-9811
Family Court:	
Manhattan	
(60 Lafayette Street)	(212) 374-8713
Bronx	
(900 Sheridan Avenue)	(718) 590-3321
Brooklyn	
(283 Adams Street)	(718) 643-3840
Queens	
(89-14 Parsons Blvd.)	(718) 990-5634
Staten Island	
(100 Richmond Terrace)	(718) 390-5460
Fire Department - Borough Headquarters:	
Manhattan	(212) 628-2900
Bronx	(718) 665-2200
Brooklyn	(718) 636-1700
Queens	(718) 476-6200
Staten Island	(718) 237-1100
Food and Hunger Hotline	(212) 366-5100
Health Department	(212) 447-8200
Heat / Hot Water Complaints	(212) 960-4800
Home Energy Assistance	
Program (HEAP)	(718) 291-1900
Homeless Coalition	(212) 460-8115
Homeless Families Emergency	
Assistance (24 Hours)	(212) 513-8859

RESOURCES(con't)

Homeless Legal Action Center	(212) 229-2080
Housing Police Department	(212) 410-8500
Housing Preservation & Development Department	(212) 513-0881
Tenant Legal Affairs	(212) 240-5364
Narcotic Control Unit	(212) 806-8144
Human Resources Administration Crisis Intervention	(212) 274-2964
Human Resources Info-line	(718) 291-1900
Human Rights Commission	(212) 566-5050
Immigration Rights Center	(212) 505-6890
Legal Aid Society	(212) 577-3300
Legal Services for New York	(212) 431-7200
Long Island Rail Road Police	(718) 217-3300
Mayor's Action Center (Information Bureau)	(212) 566-5950
Mayor's Community Assistance Unit	(212) 566-8951
Narcotics Anonymous Helpline	(212) 601-5817
Narcotics Complaint Hotline	(212) 374-6620
NY Association for New Americans	(212) 614-9330
Outreach and Referral Hotline	(800) 425-2900
Parking Violations Bureau (Information)	(212) 477-4430
Parks Department (Trees Down):	
Manhattan	(212) 860-1844
Bronx	(718) 430-1876
Brooklyn	(718) 768-0223
Queens	(718) 520-5321
Staten Island	(718) 816-9193

RESOURCES(con't)

Poison Control Center	(212) POISONS
Port Authority Police	(212) 233-2670
Potholes	(212) 964-2110
Public Assistance (24-Hour Homeless Emergencies)	(212) 513-8859
Runaway Hotline	(212) 619-6884
Sanitation Department (Information / Complaints)	(212) 219-8090
Schools - Public Information	(718) 935-4320
Sex Crimes Report Line (NYPD)	(212) 267-RAPE
Shelters: Men	(212) 420-7659
Women	(212) 420-7743
Society for the Prevention of Cruelty to Children	(212) 233-5500
Special Frauds Squad (NYPD)	(212) 374-6850
Street Lights (Traffic Lights)	(212) 566-2525
Substance Abuse Services (State Division)	(800) 522-5353
Suicide Prevention	(212) 532-2400
Taxi Complaints (Taxi And Limousine Commission)	(212) 221-8294
Towed Vehicles:	
Manhattan (Police Only)	(212) 971-0720
Manhattan (Public)	(212) 971-0770
Bronx (Police Only)	(718) 585-1842
Bronx (Public)	(718) 585-1385
Brooklyn (Police Only)	(718) 786-9715
Brooklyn (Public)	(718) 786-7122
Queens (Police Only)	(718) 786-9715
Queens (Public)	(718) 786-7122
Staten Island (Police/Public)	(718) 966-6155
Transit Authority Police	(718) 330-3882

RESOURCES(con't)

Transit Authority
Travel Information   (718) 330-1234
Voter Registration Information   (212) 627-3129
Water, Air, Noise, Hazardous
Material & /Asbestos Problems   (718) 699-9811
Welfare Emergency Assistance   (718) 291-1900

Note:

This resource section provides officers
with several useful telephone numbers.
This list of resources is not exhaustive.
Officers are expected to compile a list
of contacts to create an invaluable tail-
ored resource for their personal use.
The best resources are those established
by the officer.

ADDITIONAL PROBLEM-SOLVING NOTES

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NOTES

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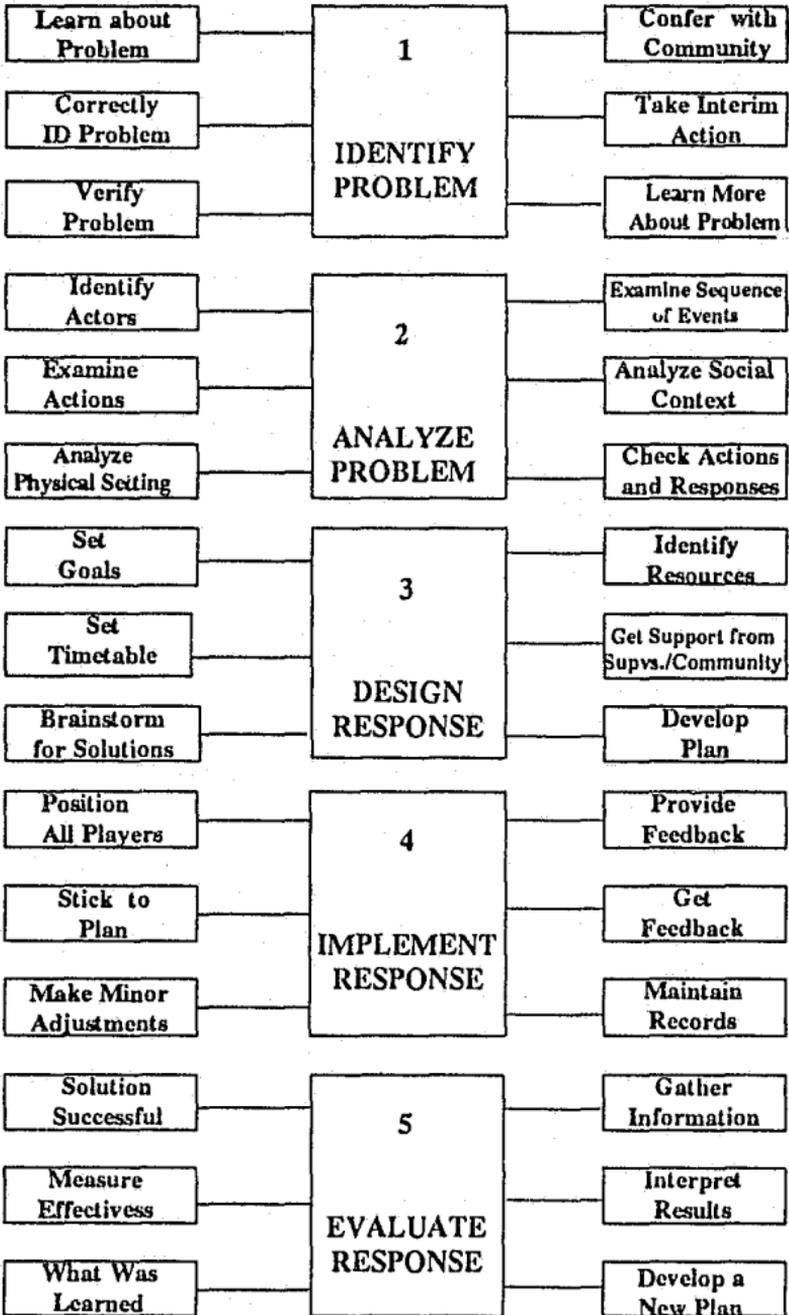
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PROBLEM -SOLVING AT A GLANCE

Learn about Problem	**1**	Confer with Community
Correctly ID Problem	**IDENTIFY PROBLEM**	Take Interim Action
Verify Problem		Learn More About Problem

Identify Actors	**2**	Examine Sequence of Events
Examine Actions	**ANALYZE PROBLEM**	Analyze Social Context
Analyze Physical Setting		Check Actions and Responses

Set Goals	**3**	Identify Resources
Set Timetable	**DESIGN RESPONSE**	Get Support from Supvs./Community
Brainstorm for Solutions		Develop Plan

Position All Players	**4**	Provide Feedback
Stick to Plan	**IMPLEMENT RESPONSE**	Get Feedback
Make Minor Adjustments		Maintain Records

Solution Successful	**5**	Gather Information
Measure Effectivess	**EVALUATE RESPONSE**	Interpret Results
What Was Learned		Develop a New Plan

PROBLEM-SOLVING WORKSHEET

Reporting Officer: _____ Date: _____
Precinct: _____ Beat/Sector: _____
Supv: _____

BRIEF DESCRIPTION OF PROBLEM WITH RELATED INCIDENTS:

INTERIM POLICE ACTION TAKEN, IF ANY:

ACTORS: List everyone who has knowledge of the problem or related information. Include m.o.s., victims, offenders, etc.

EMERGING PATTERNS: Who is affected?
Groups, individuals, businesses, institutions, general
population, etc.? Include location if problem is confined
to a specific area.

LIST POSSIBLE RESOURCES: Who will you
use for the implementation phase? (Include NYPD
units, organizations, agencies, etc.)

RESPONSES: What strategies can you formulate for
long-term solutions?

EVALUATING RESOURCES: Did all resource groups/agencies respond? Which? When? Who? What actions did they take to resolve the problem?

EVALUATING RESPONSE: What has changed? Has the situation been resolved? Did response reduce frequency? Did response change perceptions of problem?

MODIFICATIONS: Is there a need to modify original plan? If so, what?