

BLEA Problem Solving Model

Facilitator Guide

Session Overview

Introduction/ MEDIA – Stuck on an Escalator	05m
Learning Objectives	05m
Discussion – Crime Triangle	20m
Lecture – Circular Problem Solving Model	20m
End of Session / Break	10m

Total Session Time: 1 hour**Main Topics of Session:**

- *Crime Triangle*
- *Clients & Indirect Clients*
- *BLEA Problem Solving Model (using the circular diagram)*

Facilitators Needed: 1 (TAC)**Location: Classroom****Materials Needed:**

- *PowerPoint - BLEA Problem Solving Model*
- *MEDIA (1 min) – Stuck on Escalator*

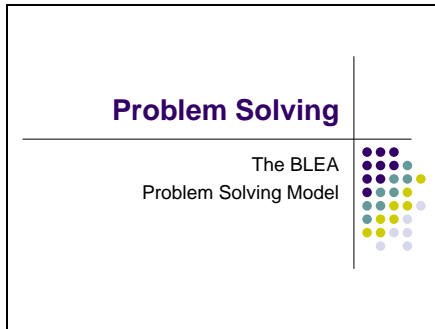
Students Should Already Have:**[THUMB DRIVE]**

- *HANDOUT - BLEA Problem Solving Model*
- *HANDOUT - Problem Solving Model Questions*



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MEDIA (1 min) - Stuck on Escalator



SAY TO CLASS

People don't call the police because they are having a good day
- they call because they have a problem and they want you to solve it.

This session will provide you with a solid foundation for finding solutions to any type of problem - large or small. Sometimes you may need to skip ahead in the process due to safety considerations or rapidly changing events, but this will become second nature the more you apply it to your training here. Learn to "think outside the box" as you are presented with scenarios in the classroom and in the field.

Foundation for training
& patrol.

Learning Objectives

1. Define problem solving.
2. Describe the crime triangle.
3. Describe third parties and how they relate to the crime triangle.
4. Explain the BLEA Problem Solving Model.
5. Define each step of the BLEA Model in the analysis of problem scenarios, analyze and recommend solutions, and evaluate their effectiveness.



BLEA Problem Solving Model

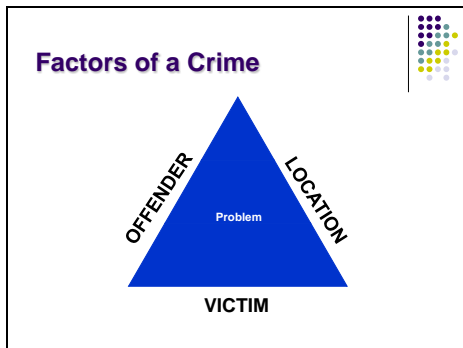
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DISCUSSION - Factors of Crime

QTC: Can you take a guess what the three factors are?

AR: Recruits' response.



IMPORTANT POINT

Without all three of these things, no crime occurs. For example, if you have a person walking down a dark alley, but there is no bad guy around, no crime will occur. If you have a bad guy staking out a dark alley, but nobody walks down the alley, then no crime can occur. Therefore, if it takes a combination of victim, offender and location for a crime to occur, then there must be ways to disconnect the links so that a crime won't occur.

- Need all three parts for a crime to occur



NOTE TO FACILITATOR

Explain that sometimes the victim is the State of Washington. This is found in RCW.



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DISCUSSION - Crime Triangle Example - Prostitution

QTC: Imagine that a motel in your jurisdiction is a haven for prostitution. Who would be on the offender side of the triangle?

AR: On the offender side of the triangle are the prostitutes, johns, pimps, and possibly the hotel manager and owner.

QTC: Who would fit on the victim's side of the triangle?

AR: On the victim's side are the legitimate motel customers, businesses in the area, and residential neighbors.

QTC: What would appear on the location side of the triangle?

AR: On the location side are the motel grounds (parking lot, particular rooms, motel lobby and rear of the motel).



SAY TO CLASS

Once you figure out who is on each side of the crime triangle, you must conduct an analysis before devising strategies to fix the problem. The "who" is referred to as your direct clients. All problems can be defined in light of client's needs. This requires police to gain an understanding of clients' perspectives. It also requires that police be responsive to the needs of all those with whom they interact.

Find out as much as possible about the victims, offenders and crime scenes (locations) to develop an understanding of what is causing the problem. Questions should be asked and answered about each side of the crime triangle. An easy way to start is by asking who, what, when, where, how, why, and why not.

Indirect clients are those not directly involved in an incident or its investigation but who have an interest in its outcome either because of the way it was handled or because of the association of the incident to similar incidents. They include taxpayers, the public, interest groups (e.g. victims' groups, women's groups, and cultural groups), other government agencies or departments whose work may be impacted by your own. These clients may never interact with you personally. They, however, represent public interest and it is in your interest to understand their concerns if you are to successfully address them. They may send letters to the press. They may use incidents, through the press to draw attention to their concerns.

- Every police problem has clients and indirect clients
- Understanding your clients helps you attack the problem.
- Indirect Clients are not directly involved - but affected



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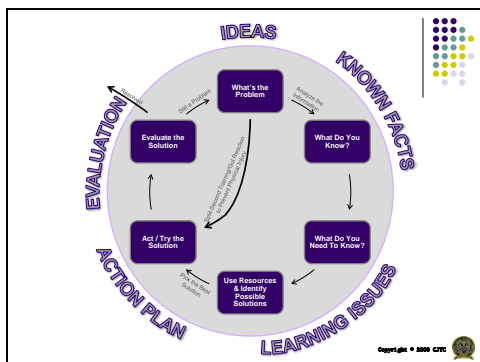


NOTE TO FACILITATOR

Typically, people tend to seek solutions based on whatever limited information they have. They do not focus on the potential for getting more information and identifying the sources for that information. Key information is available, and the more the perspectives of clients are understood, the more likely the solution to a problem will meet the needs of those involved.

What is "Problem Solving"?

- Identifying a problem
- Understanding the conditions that give rise to the problem
- Developing and implementing solutions to relieve the problem
- Determining the impact of the solutions to the problem



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NOTE TO FACILITATOR

Using the PowerPoint slides, lead a 20-minute lecture on how the circular diagram works. Refer to the diagram on the wall chart. Explain each box on the diagram. Answer any questions they may have.

Make the following key points in your lecture:

1. This diagram is real life. This is how cops on patrol really solve problems.
2. Not every problem we encounter will lend itself to the outer (long) loop. Some problems are emergencies that happen very rapidly and require immediate action. These emergencies fit more into the inner (short) loop. Some examples would be: a man jumps out of his car on a traffic stop with a rifle, or a child runs out in front of your patrol car as you're driving 50 MPH, or a suspect tries to pull your gun out of your holster in a fight. These problems require immediate action. In these situations, we don't want you to sit back and ask a bunch of questions. We want you to act decisively to protect yourself or others.
3. If the inner (short) loop is triggered by an emergency, we are not "done." Once we contain the situation and have a chance to slow down to analyze the problem, we then transition to the outer (long) loop. And we stay in that outer loop as long as it takes to solve the problem. In fact, one could argue that if the inner (short) loop is triggered, it **REQUIRES** that the outer (long) problem solving loop will be utilized.
4. You can relate the inner (short) loop to the OODA loop. (Observe, Orient, Decide, and Act) OODA is a description of a process that happens rapidly in our mind when we are faced with a threat or challenge. The OODA process happens within a few seconds. This is much, much faster than the time frames found when engaged in the outer (long) loop.
5. A key to Problem-Based Learning and our Problem Solving Model is asking the questions, "*What do I know?*" and even more importantly, "*What do I need to know?*"
6. Another key to this Problem Solving Model is that you are not expected to solve every problem on your own. Use your resources. Ask for help. Work with partners to come up with creative solutions.
7. Not every problem will yield helpful answers as you work through this model. Sometimes we don't know anything yet. Do your best. Work with what you have. Figure it out. This is what cops do every day on patrol.
8. We will use this Problem Solving Model every time we discuss a Problem Statement. It should become second nature for you to think of this model and these 6 questions. You should continue to think in these terms once you leave the academy and head out on patrol.
 - #1 - What's the Problem?
 - #2 - What do you Know? (Who are clients & indirect clients?)
 - #3 - What do you need to Know?
 - #4 - What are your resources? Possible solutions?
 - #5 - What's your plan of action?
 - #6 - How will you evaluate your results?



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The PBL Learning Process

1. Learners **encounter** a problem and **attempt** to solve it with information they already possess.



- What's the problem?
- What do you already know?

The PBL Learning Process

2. They **identify** what they **need** to learn to better understand the problem and how to resolve it.



- What do you need to know?

The PBL Learning Process

3. Learners engage in **self-directed** study to research the information needed **finding** and **using** a variety of information resources.



- What are your resources?
- Possible solutions?



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The PBL Learning Process

- They then return to the problem and **apply** what they learned to their work with the problem in order to more fully **understand** and **resolve** the problem.



- What's your plan?
- How will you evaluate your results?

Questions?



SAY TO CLASS

You should now be able to utilize this tool with every problem you are presented. Being able to provide your clients (direct and indirect) with solutions to their problem(s) is what community policing is all about. This is part of what makes you a "Guardian."

Community Policing & Guardianship



BREAK/ END OF SESSION

