

Speeding Vehicles in Residential Neighborhoods

Presenter/Facilitator Notes

This curriculum draws heavily from the Problem-Oriented Policing Guide entitled *Speeding Vehicles in Residential Areas* and is a companion to that Guide. The Guide outlines the body of knowledge we know about this particular problem, based on research and study of the problem and efforts to impact it. This curriculum includes efforts by police and city engineers from different parts of the country, as well as research on the effectiveness of these different approaches. The curriculum contains many examples from communities across the country of innovative approaches to problems of speeding vehicles in residential areas.

The curriculum embraces the principles of adult learning and problem-based learning. Adult learning involves a different kind of presentation style than some instructors and adult-learners are accustomed. It takes into account the ways in which adult learners learn best. Adult learning is based on several principles.

1. Adult learners' prior knowledge is recognized and appreciated
2. The subject matter of the training is relevant to the adult learners' needs
3. The learning environment encourages dialogue, discussion and interaction

Problem-based learning is a powerful form of adult learning, well suited for professionals. Problem-based learning was developed for use in teaching medical students. Prior to its use, medical students memorized material but were deficient in being able to apply their knowledge to the real world of patient problems as not all patients were able to identify their symptoms and others showed multiple symptoms, so doctors who learned by rote memorization were often unable to recognize illnesses and diseases without further analysis, which they were not trained to do. In the medical school setting, problem-based learning recognizes that learning should involve:

1. The transfer to the learner of a body of knowledge
2. The ability to use the knowledge in analyzing real patient problems
3. The ability to extend or improve that knowledge in analyzing other patient complaints or problems.

These principles also apply to police training. Police training should be based upon a body of knowledge about specific crime and safety problems (street prostitution, open-air drug markets, rave parties, speeding vehicles in residential areas, etc.), not just memorization of procedures of how to handle the problems. Police training should develop in an adult learner the ability to use the knowledge to identify and analyze real life problems the police are asked to respond to and address. Adult learners should be able to incorporate that knowledge in being able to analyze, diagnose, select tailored remedies to other specific crime and safety problems that come to their attention.

By way of example, just as a headache can be a symptom of a number of illnesses, the complaint of speeding vehicles on a street can be the symptom of a number of different problems. The underlying problems are increased risks of traffic crashes, fear for pedestrian safety, and noise. Only further inquiry will reveal how speeding contributes to those problems, as well as whether the speeding problem is intermittent or chronic, involves only a few speeding drivers or many of the drivers on that street, or is the result of street width, design, or use. It is important to be able to discern these things in selecting the appropriate remedy for the problem. By the end of this curriculum, the adult learner should be able to diagnose how speeding contributes to underlying concerns, why speeding occurs on certain streets and not others, how to diagnose different speeding problems on a street, develop an understanding of the variety of remedies to speeding, which ones work, how well they work, under what conditions they work, and apply this knowledge and ability to diagnose different types of speeding they encounter as part of their police job.

The presenter/facilitator for this curriculum (under adult learning and problem-based learning principles) presents information, but more importantly, facilitates the learning by guiding, listening, asking questions, generating dialogue and discussion. As a result, the present/facilitator should be well-versed with the problem of speeding vehicles in residential areas to be a resource as needed, guide students to ask and answer questions, and rectify myths or misinformation about the problem. In preparation, the instructor should:

- read the POP Guide on *Speeding in Residential Areas* . It is downloadable free from www.popcenter.org
- be familiar with problem-oriented policing, its principles and its practice. Two publications are suggested for review:
 1. *Problem-Oriented Policing* by Herman Goldstein. McGraw-Hill (1990).
 2. *Tackling Crime and Other Public Safety Problems: Case Studies in Problem-Solving* by Rana Sampson and Michael S. Scott. It is downloadable from www.popcenter.org
- have some practical experience with the problem of speeding vehicles in residential areas

Who could benefit from this curriculum:

This curriculum is appropriate for those police agencies where there is interest in knowing what works to reduce the problem of speeding vehicles on residential streets. While this may seem obvious, given the title of the curriculum, many police agencies are not actually that interested in this problem. Rather, some police agencies see the problem not as speeding on residential streets but as *residents complaining* of speeding vehicles, and the goal of the police is to “do something” to stop *the complaining*. On the other hand, if your agency is interested in learning about why speeding occurs and what works and doesn’t work to reduce it, then this can be a valuable curriculum. While patrol officers are a particularly good audience, you may also find that newly assigned traffic officers, as well as community members and city traffic staff, would also find the

information in this curriculum useful, although some additional tailoring of the curriculum is advised.

Equipment and Supplies Needed to Present this Curriculum:

- laptop with sufficient memory and loaded with PowerPoint® (the PowerPoint® curriculum is approximately 6MB)
- projector and screen to display the presentation
- TV/VCR to display videos accompanying this curriculum
- flip chart and markers or blackboard with chalk and an eraser
- pens and paper for participant note taking and use in small group work

Adult-learners like to know why they are in training and what they can hope to learn and whether it will be useful in their work. In opening the training, the presenter/facilitator should provide this information. Listed below are samples of opening information that an presenter/facilitator may choose to provide as groundwork for the presentation.

1. First, everyone in this class has probably stopped a vehicle for speeding so we'll be asking you to draw upon your experience in this class.
2. Second, all of you have probably heard a community member complain about speeding vehicles and we'll be drawing upon what community members say and ask of officers when they have a speeding problem on their block.
3. Third, there is research on what works to reduce speeding and how well it works and we think this can prove helpful in your job.
4. Fourth, given the frequency of this problem—speeding vehicles in residential areas—as a policing agency we think this information is important for every officer.

The presenter/facilitator will find additional information, as well as suggestions for facilitating learning in the **notes section** of the PowerPoint® curriculum. In addition, there are video segments produced to accompany the curriculum. At different points in the PowerPoint® the presenter/facilitator will find video cue points. These videos either further illustrate aspects of the curriculum or show other innovative approaches officers and traffic engineers have taken to address a chronic residential speeding problem. One of the video segments shows a problematic residential street with speeding and asks, “What would you do?” This segment can be used for class breakout sessions where adult-learners will walk through the steps of analyzing and addressing a speeding problem. Finally, there is a handout for participants entitled Speeding Vehicles in Residential Streets Worksheet. Students can use this worksheet when they are out in the field and encounter a chronic speeding problem on a residential street.

If you have any questions or comments about this curriculum or successes or failures resulting from application of the information from this curriculum, feel free to email the curriculum designer, Rana Sampson, at ranasampson@aol.com.