


ie Intensive Engagement



Locally Identified Solutions and Practices (LISP)

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Principles of a public health approach to policing

- 1 Seeking to prevent an issue for your population as a whole, and intervening early with at-risk groups to reduce the harm caused by the issue, including by promoting recovery and increasing resilience.
- 2 Developing a detailed understanding of the nature, extent, and impact of an issue—including the evidence of what is likely to cause or prevent it in the short, medium and long term – using shared data and intelligence.
- 3 Understanding that the police, their partners and communities can work together to address the causes and impact of an issue by taking a whole system approach.
- 4 Working with partners to coordinate tailored and targeted action that, together, aims to prevent:
 - an issue emerging in the first place or re-emerging by focusing on social determinants/the causes at a population level (**primary prevention**).
 - an emerging issue from becoming an established problem (**secondary prevention**).
 - an established problem getting worse and becoming a crisis, and mitigating the immediate impact of the problem (**tertiary prevention**).
- 5 Assessing how well interventions are implemented, and how effective they are at preventing the issue for your population and/or reducing the harm to relevant groups.
- 6 Learning from the implementation and effectiveness of actions, and making any changes that are necessary at an individual, organisation or system wide level.
- 7 Building leadership across public services and communities to work together to address an issue, its causes and harms, by aligning strategy, leadership and resources.

*We have used the word 'issue' throughout these principles to refer to any of the challenges, risks, harms or conditions which impact on policing and/or communities.

Find out more at college.police.uk/pages/public-health.aspx

These principles have been developed from and should be used in conjunction with Public Health Approaches within Policing (Public Health England and College of Policing)

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Public health approach

- Prevent an issue, intervene early
- Detailed understanding of the nature and extent
- Police, partners and communities work together
- Tailored and targeted action to prevent
 - **Primary:** the causes
 - **Secondary:** the sustaining factors
 - **Tertiary:** it becoming a crisis, and mitigation
- Assessing effectiveness, or impact
- Learning from that & making changes
- Aligning strategy, leadership & resources

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IE delivers on PH in 8 Steps

- Step 1. Justification
 - Clear rationale
- Step 2. Assets and Capabilities
 - understand place
- Step 3. Stakeholders and Networks
 - understand people
- Step 4. Problem Rich Pictures
 - Make sure you know what problem/causes you are actually tackling
- Step 5. Form a Working Group
 - communities
- Step 6. Solution Rich Pictures
 - Tailored & targeted action
- Step 7. Interventions & Evaluation
 - Assessing and learning
- Step 8. Escalation and Exit
 - Aligning strategy & leadership to resources



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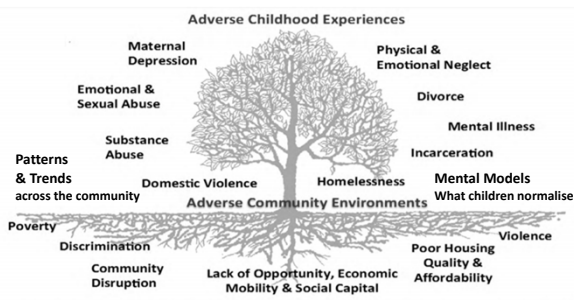
The Iceberg

A Tool for Guiding Systemic Thinking



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ACES is not about individuals



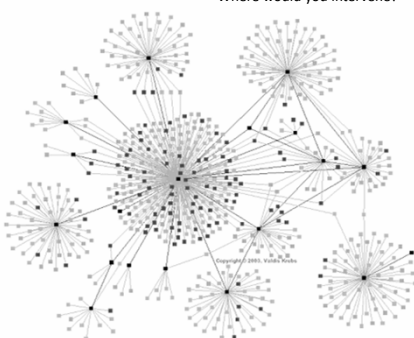
Ellis, W., Dietz, W. (2017) A New Framework for Addressing Adverse Childhood and Community Experiences: The Building Community Resilience (BCR) Model. Academic Pediatrics. 17 (2017) pp. S86-S93. DOI information: 10.1016/j.jacp.2016.12.011



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If this was a hot spot map


Where would you intervene?



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Violence as social contagion



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Wider context in NHP

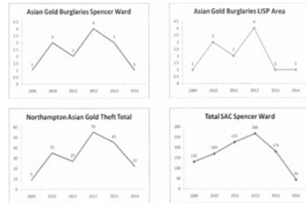
- Training you & verifying your abilities
 - Gold, Silver, Bronze practitioners
- Creating a demonstrator project for IE
- Coaching you & your partners
- Cascading IE across the force with you as exemplars and guides
- Changing the way NHP is managed
- 20 week process to implement 8 steps of practice

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Impact of Intensive Engagement

- This is a much bigger improvement when compared to the rest of Northampton which has seen a 60% decrease in Asian Gold Burglaries." Northamptonshire Police (2014)

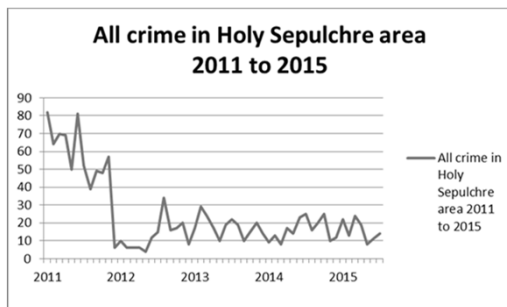


Northamptonshire Police (2014) Crime Impact Statement Asian Gold LISP 22nd May 2014



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Another spurious success claim



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14 evaluations, and counting

Location	Vulnerability	Mechanism	Rank
Case 1: 'Asian Gold' Northants	15	40	3
Case 2: 'Spencer Haven' Northants	14	36	7
Case 3: Holy Sepulchre Northants	15	31	9
Case 4 Kettering 'All Saints' Northants	14	20	11
Case 5: Daventry skatepark Northants	9	43	1
Case 6: Towcester Retail Northants	4	41	2
Case 7: Daventry Northants	6	10	13
Case 8: Wellingborough Northants	14	10	13
Case 9. Cinderford, Forest of Dean	6	19	12
Case 10. Cheltenham, Gloucester	10	40	3
Case 11. Moreton, Cotswolds	6	39	5
Case 12: Stonehouse, Stroud	11	37	6
Case 13: Harehills, Leeds	15	26	9
Case 14: Birkby, Leeds	14	33	6



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What makes IE work

M7	Highly connected individuals	The LISP working group is made up of highly connected and highly capable people.
M9	Attuned to community dynamics	The rich picturing processes develop a nuanced and empathetic understanding of the community and the issues and tensions within it.
M10	Tacit skills	Training, with the aid of the publicly available handbook, briefings to senior officers and a process of identifying the best implementations of LISP and mentoring of officers ensure that police skills are embedded and propagated across the force.
M14	Demand effort from stakeholders	The LISP approach is a response from 'what of solutions have you got? Long-term, locally based to developing mature L interventions
M16	Build trust and resilience	
		M1 In-depth understanding of people, place and problems
		M3 Sufficient 'dose' of intensive engagement with sufficient time
		M17 Make accommodations for set-backs
		M18 Explain the theory of change
		M19 Share execution and control of the intervention
		In-depth investigation of the police crime problem in the context of the other problems experienced in the locality
		Success, i.e. depth of understanding of the problem and success of the interventions is determined by the working group rather than police briefings
		The embedding of the Motivational Interviewing 'stages of change model' (Prochaska and DiClemente, 1994; Rollnick and Miller, 1995; Miller and Rollnick, 2012) accounts for set-backs within the process of engagement.
		The theory of change for LISP is described as 'collaboratively designed solutions and co-produced practices are more robust than short-term projects and limited engagement'
		The whole LISP model is built on recruiting capable and connected decision-makers and resources to the support of Police outcomes, and an attempt to 'loosen the reins' of Police controlled design and implementation.



Shape of the day

- Introductions, purpose of the day
- Background to LISP
- Walkabout
- **Lunch**
- Rich Pictures
- Problem Solving
- Next steps



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Introductions

- Introduce yourself
- Point out the people you already know
- On a scale of 1-5, five is best
- How well do you know this neighbourhood?



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What are the pressures on neighbourhood policing?
Basic principles of Intensive Engagement

WHY?

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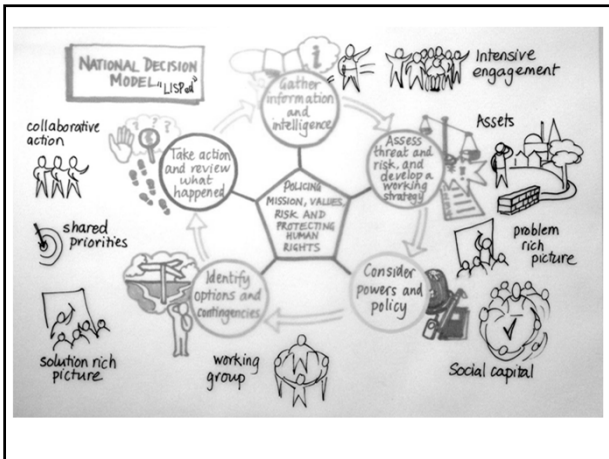
The context

- “engagement and consultation with their communities was predominately focused on public meetings, local priorities were based on the concerns of a small and unrepresentative part of the community, and some hard-to-reach groups in these areas reported that neighbourhood teams did not engage with them”
- Myhill, A (2006/12) *Community engagement in Policing; Lessons from the literature*. National Policing Improvement Agency

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‘Hard’ problem analysis- the standard approach

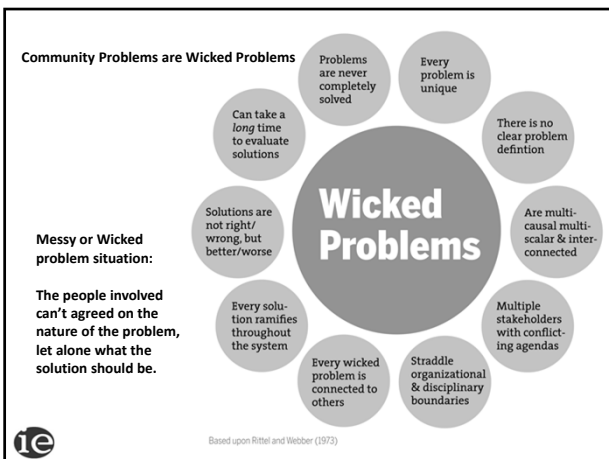
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Or you may know SARA

- **Scanning** - spotting problems using knowledge, basic data and electronic maps;
- **Analysis** - using hunches and IT to dig deeper into problems' characteristics and causes;
- **Response** - working with the community, where necessary and possible, to devise a solution; and
- **Assessment** - looking back to see if the solution worked and what lessons can be learned





Comfort break?

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Gather information & intelligence
Improve engagement
Legitimate decision-making

WHAT: THE LISP JOURNEY

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Intensive Engagement 8 Steps

- Step 1. Justification
- Step 2. Assets and Capabilities
- Step 3. Stakeholders and Networks
- Step 4. Problem Rich Pictures
- Step 5. Form a Working Group
- Step 6. Solution Rich Pictures
- Step 7. Interventions & Evaluation
- Step 8. Escalation and Exit



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Intensive Engagement Outcomes

- Step 1: in-depth collation of existing information & intelligence, and prioritisation of areas for community engagement
- Step 2: detailed, live and active asset map and community profile
- Step 3: wider & deeper network to support critical incidents & communication
- Step 4: richest ever understanding of community perspectives of a priority area
- Step 5: community-led design, task and finish group, measurable participation
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Benefits for communities

- Solutions-focused, not problem-oriented
- Gathering different perspectives from all types of citizen
- Helping citizens to see that different people see problems differently
- Focuses on capabilities and assets, not deficit and blame
- Allows (hard to hear) residents to speak on their own terms



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Benefits for the practitioner

- Demonstrates and legitimates what you already do
- Systematic, consistent and repeatable
- Creates an evidence base for you to influence behaviour
- A clear basis of action in partnership with other statutory agencies
- Doesn't require 'resources' or funding
- Can be done 'on the fly'



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Choosing a problem situation

- **1. A vulnerable neighbourhood:** long term multiple deprivation, specific vulnerable communities
- **2. Crime statistics:** long term chronically high levels of crime
- **3. Complexity of the problem:** publicly contested crime types, violent, ASB, SAC



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TASK 1: Why are we here?

- In a word, describe for me this neighbourhood



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Step 1 Justification

- Let's review the Step 1 Justification, as we currently have it.
- How does it reflect our descriptions of the neighbourhood in Task 1?
- Is there a discrepancy between what the data says and our impressions and experience of the neighbourhood? Why?



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Time for the walkabout

first engagement with a neighbourhood
'good enough' data
informal engagement

TASK 2: RAPID APPRAISAL

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Contexts and methods

- Visibility & Street walking
- Reassurance visits
- Victim support
- Community meetings

- Get the residents
 - talking to you
 - explaining what they see 'I'm not sure I understand fully, can you draw that?'
 - doing rich pictures
 - remember **grass roots**, not 'tips'



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WALKABOUT

• TASK 2

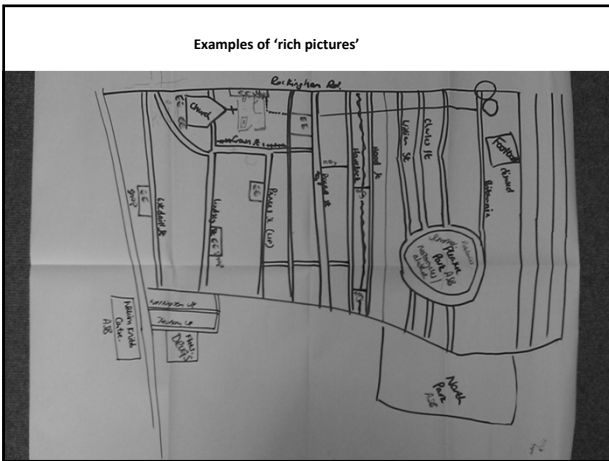
- Be as observant as possible- **people, places and processes**
- Ask questions of your guide- what is going on?
- You will be expected to recall your observations
- You will be looking for non-police problems, as well as potential for crime

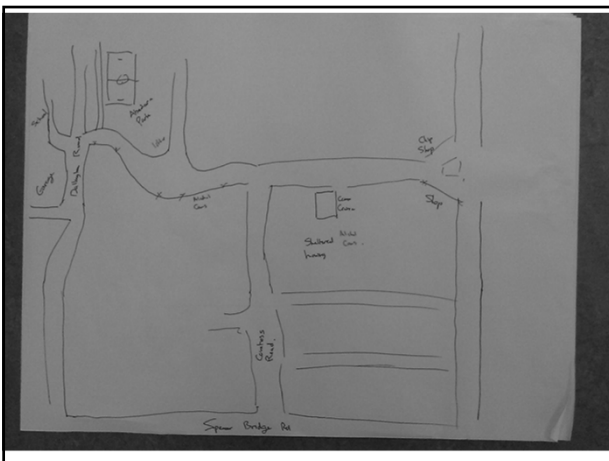


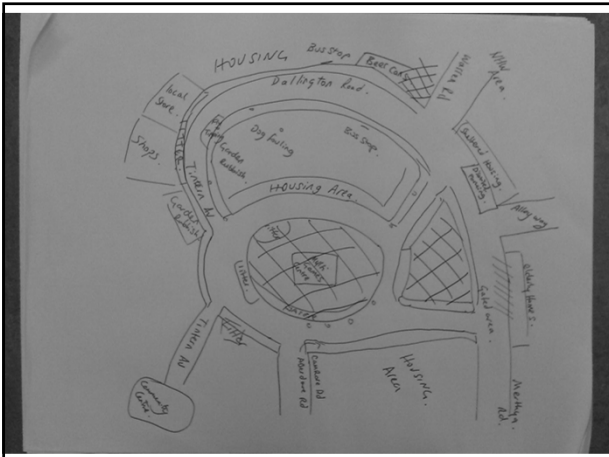
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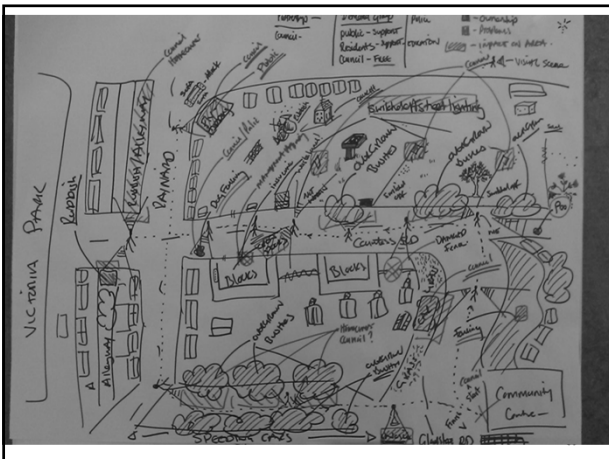
FIELD WORK TIME

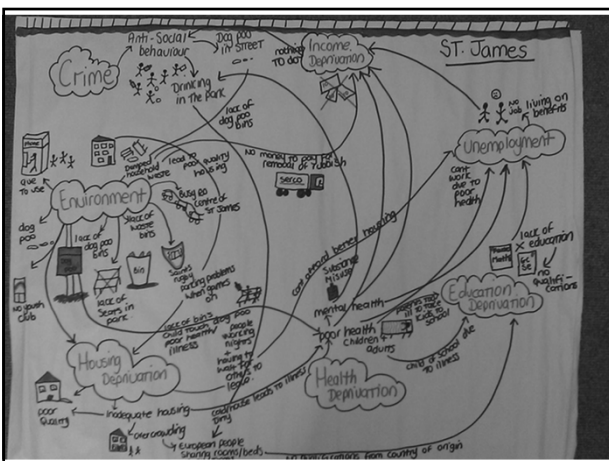
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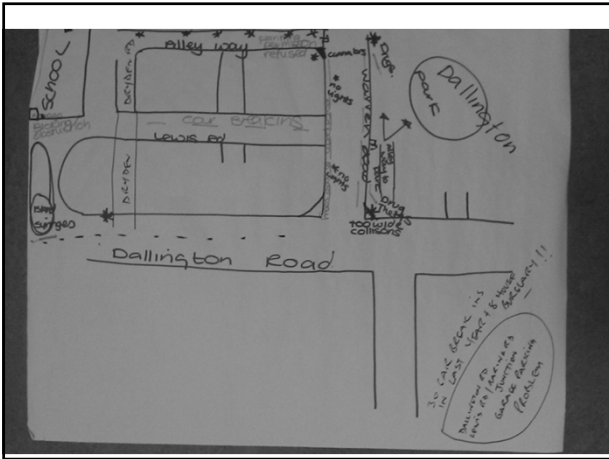


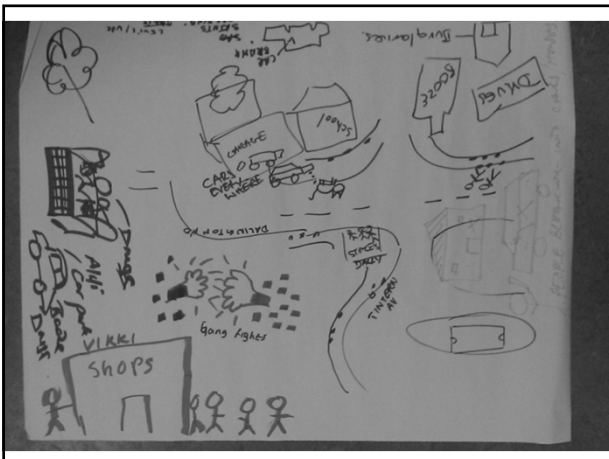


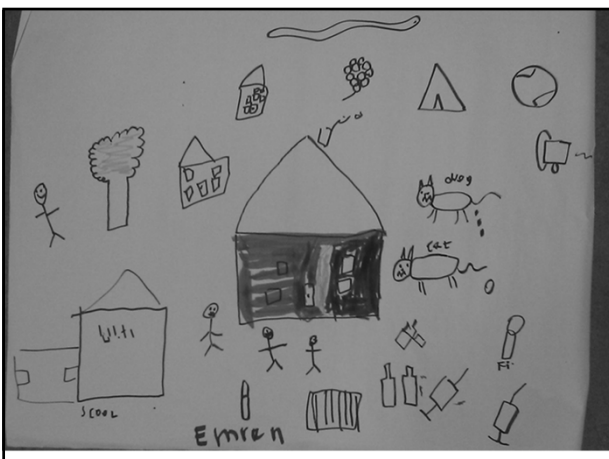












**TASK 3: On the paper in front of you,
draw a picture of
'what you saw'**

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Guidelines on RP drawing

- Title the picture.
- Try to represent everything you know about the situation.
- Artistic ability not required (no need for preliminary sketching).
- Everyone should draw.
- Draw people doing things, give context and include objects and processes.
- Show interconnections and relationships.
- Make observations about culture, emotions and common beliefs.
- Text to be kept to a minimum.
- Use colour



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**TASK 4: Share your rich picture
with each other**

Share your observations
Add to your rich picture
What have the other groups noticed
that you have missed?

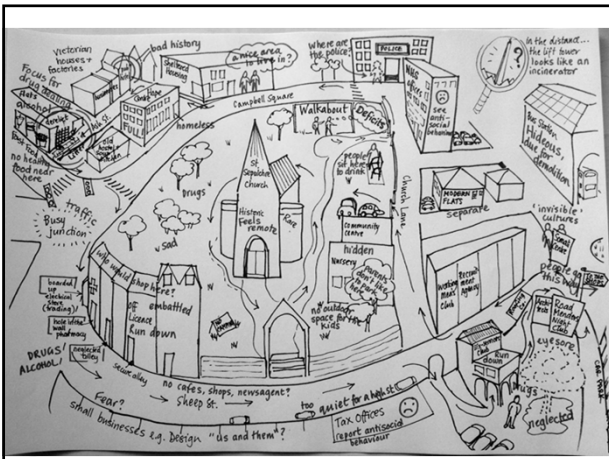
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addressing the deficit model

ASSETS AND CAPABILITIES

DOES YOUR RP LOOK A BIT THIS?.....

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Traditional development vs ABCD

<ul style="list-style-type: none"> • Needs, deficiencies, problems • Negative mental map • Client mentality • Resources go to social service agencies • Undermines local leadership • Dependency • Separates community • Outside in 	<ul style="list-style-type: none"> • Capacities, assets, dreams, strengths • Optimistic mental map • Citizen participation • Minimizes bureaucracy, resources to community • Builds local leadership and confidence • Empowerment • Builds connections • Inside out
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Discovering Community Power: A Guide to Mobilizing Local Assets and Your Organization's Capacity
by John P. Kretzmann and John L. McKnight, with Sarah Dobrowolski and Deborah Puntenney (2005).

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Categories of Assets

- **People, places and processes**
 - Skills, talents, capacities
 - Dreams, visions
- Associations
 - Families, friends, groups, teams
- Institutions
 - Businesses, schools, libraries, police, fire, non-profits
- Physical environment
 - Green spaces, transportation
- Local economy



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A B C D Processes

- Map of community's assets
 - Rich picture format
- Individuals mobilize, contribute gifts, talents
- Internal connections
 - Develop a vision, "common good"
 - Define and solve problems
 - Multiple pathways for leadership
- External connections
 - Reinforce internal strengths
 - Appropriate to community's vision
- It is a guide for relationship building, not just data.
- Knowing others in your community that have similar interests allows groups to gather for a common cause



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TASK 6: ASSET RICH PICTURE
Add to your rich picture all the assets that you missed out



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getting to the grassroots
finding capable & connected people

DEVELOP NETWORKS

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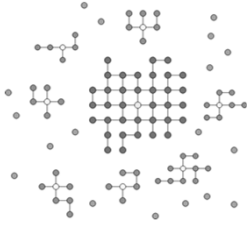
Essential distinction

- **'Grass-tips'** - usual suspects/'professional' community activists
 - Consultees are only partly connected to their community and not well informed about community politics, (or not demonstrated) or
- **'Grass-roots'**- unusual suspects
 - Consultees are not well informed about the interests of the organisation consulting
 - Or might be ambivalent about the Police

ie Make a list of people you know in each category 53

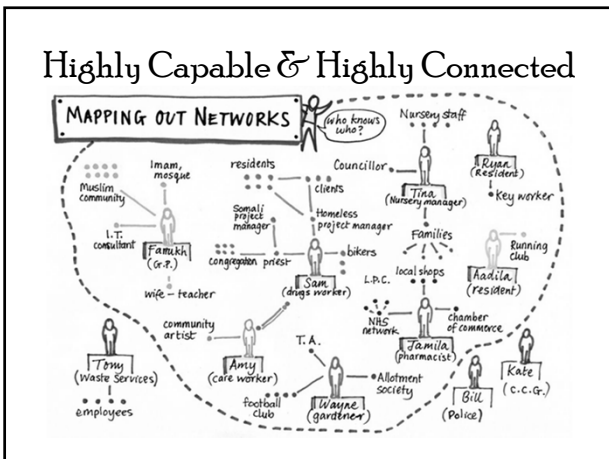
Social Capital- networks

- How many acquaintances does an individual have?
- Who knows who?
- How do they solve problems?
- Who do they go to get problems solved?

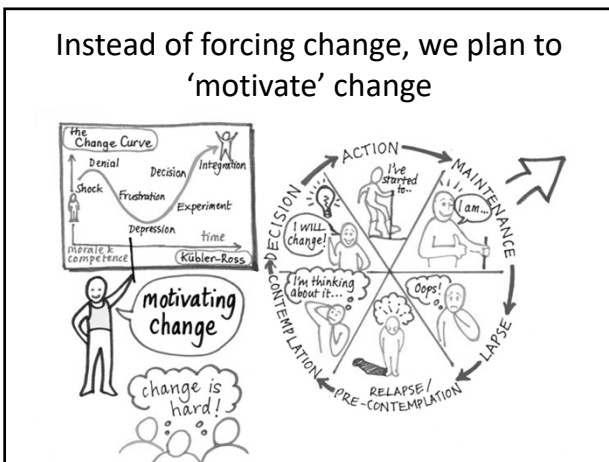


ie Rough Guide to Social Capital: How do you get a problem solved with no money? 54

Highly Capable & Highly Connected



Instead of forcing change, we plan to 'motivate' change



MI

- Rooted in work of Carl Rogers.
- 'A collaborative, person-centred form of guiding to elicit and strengthen motivation for change'

(Miller and Rollnick, 2009)

- R—Resist the righting reflex.
- U—Understand your client's motivation.
- L—Listen to your client.
- E—Empower your client.



4 PRINCIPLES OF MI

- **Express Empathy (vs sympathy)**

Empathy because you have 'been there' vs sympathy when you have not.

- **Develop Discrepancy**

Mismatch between 'where they are' and 'where they want to be'. Conflict between current behaviour and future goal. 'Throw away' comments.



4 PRINCIPLES OF MI (cont)

- **Roll with Resistance**

Comes from conflict between view of 'problem' and 'solution'. Non-confrontation using de-escalation techniques. 'Yes, but....' MI focus on client define problem results in more 'dancing and less wrestling'.

- **Support Self-Efficacy**

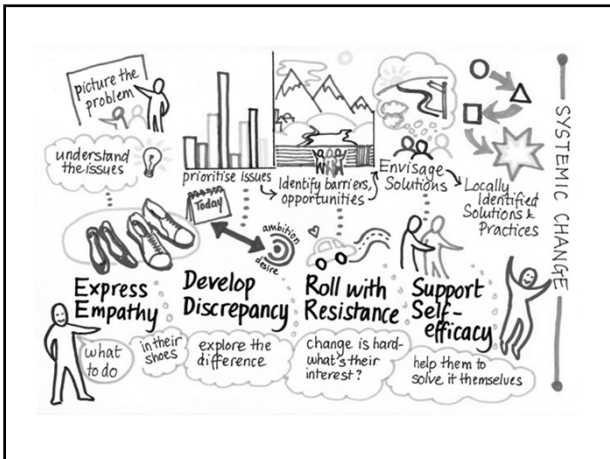
Supporting the belief that change is possible. Focus on previous successes.



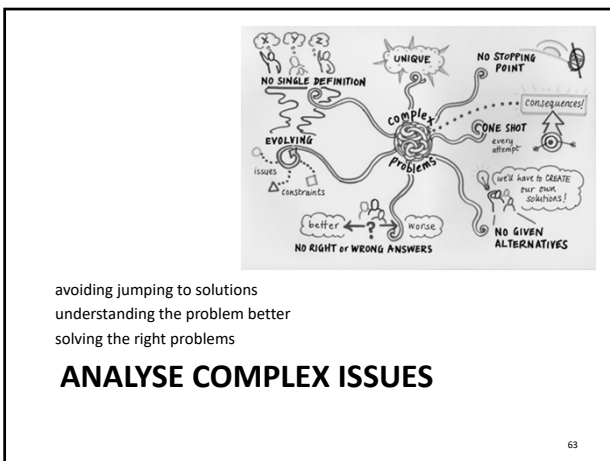
STRATEGIES FOR EVOKING CHANGE TALK

- Ask evocative questions, stories
- Explore decisional balance (pros/cons-more pros)
- Good/not so good about behaviour
- Ask for examples
- Look back/Look forward
- Query extremes
- Explore goals/values



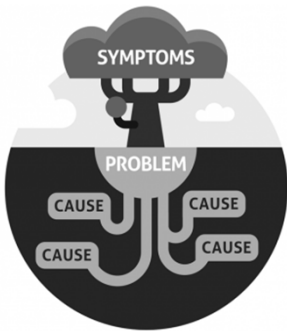


TASK 7: draw over your original rich picture, the people that you would expect to find in this locality
 Nominate two 'names' to the working group.
 Explain why they are highly connected and highly capable



avoiding jumping to solutions
 understanding the problem better
 solving the right problems

ANALYSE COMPLEX ISSUES




Crime is often a symptom of other problems

We are looking for ROOT CAUSES

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Avoid taming the problem


- Simplistic causes “it’s all because.....”
- Tackle a small part of the real problem
- End of a project means the problem has been ‘fixed’
- Solution is definitely right or wrong.
- Problem is just like one that we have seen before.
- Solutions can be tried and abandoned.



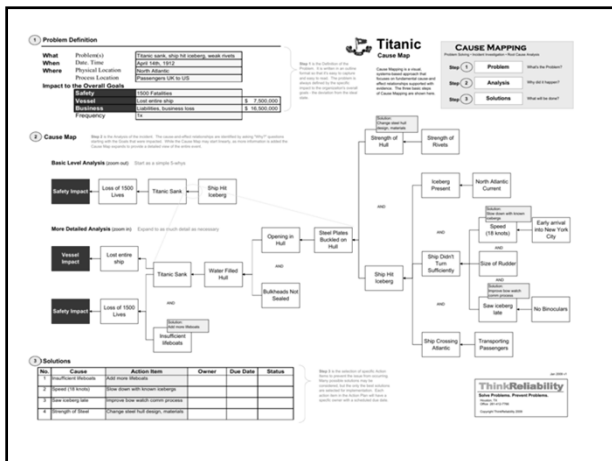
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Why did the Titanic sink?

- Hit iceberg
- Going too fast
- Hull too weak
- Captain was drunk
- Look outs were not doing their job
- Not enough lifeboats
- Rich people
- Who should be accountable? Designers, operations, or managers?



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behaviours and practices as well as projects

IDENTIFY SOLUTIONS & PRACTICES

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TASK 8: SOLUTION RICH PICTURE

Create a picture that shows all the neighbourhood, with a package of interventions in place, tackling all the problems identified before

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What does success look like?

- For you?
- For the victims?
- For the perpetrators?
- For the other stakeholders?

- What 7 steps do you need to make to achieve your vision?



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Getting agreement

SOLUTIONS – One off events, projects or facilities					
What?	Why? (What is the intend effect?)	With whom?	How?	By when?	Measures of success

PRACTICES – ongoing behaviours or activities to sustain success					
What?	Why? (What is the intend effect?)	With whom?	How?	By when?	Measures of success



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Evaluation, Escalation & Exit

- **Evaluation**
 - What factors will indicate ongoing success?
 - i.e. How many crime incidents are being prevented
 - How are they to be measured?
 - Measure progress to target
- **Escalation**
 - When, how or why should this LISP be escalated up the Police for action at a higher level?
 - When, how or why should this LISP be escalated outside the working group for action?
- **Exit strategy**
 - Under what circumstances will you be able to ‘withdraw to a distance’?
 - Allow the working group to progress without you?



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Outcomes

- Step 1: in-depth collation of existing information & intelligence, and prioritisation of areas for community engagement
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Next steps

- You have the following 8 steps to complete
- Plan!!
 - Step 1. Justification
 - Step 2. Assets and Capabilities
 - Step 3. Stakeholders and Networks
 - Step 4. Problem Rich Pictures
 - Step 5. Form a Working Group
 - Step 6. Solution Rich Pictures
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