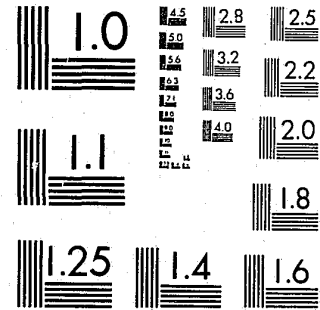


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National Institute of Justice
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NI-69-056

A PROGRAM TO TRAIN POLICE OFFICERS
TO INTERVENE IN FAMILY DISTURBANCES

FINAL REPORT

prepared for
Law Enforcement Assistance Administration
Department of Justice, Washington, D.C.
Acorn Project Grant Award No. NI-056

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Human Interaction Research Institute
10889 Wilshire Boulevard, Los Angeles, California 90024

April 15, 1970.

NI-69-056

PROGRAM TO TRAIN POLICE OFFICERS TO
INTERVENE IN FAMILY DISTURBANCES
FINAL REPORT

NI 69056

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ACKNOWLEDGMENTS

We are deeply grateful to a number of talented people of widely varied disciplines whose assistance and goodwill has been of inestimable value to the successful completion of the Acorn project.

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sense of adventure and inquiring minds led them to volunteer for the Acorn project.

HIRI's Editorial Consultant, Molly Lewin, performed her usual excellent job in helping sharpen and polish this report; and Jenny Terrell, HIRI Research Assistant, bent her creative talents to the rewriting of the first drafts; we are much indebted to her for the lucidity of this final version.

I. INTRODUCTION

It was the purpose of the Redondo Beach Acorn project to develop, experimentally, a training program to prepare a group of average patrolmen in a small, middle class city to cope more skillfully with family disturbance calls -- to help them deal more effectively with such situations, both in terms of the welfare of the citizens involved and the protection of the intervening officers.

The family disturbance call is one of the most potentially dangerous situations in which a police officer becomes involved. Statistics show that as many as 22% of all policemen killed while on duty and 40% of those injured met their fate while on family disturbance calls.* These calls are not only dangerous; they are otherwise troublesome as well, for officers are expected to intervene in situations for which they have had little or no training -- situations more relevant to the training and experience of practitioners in the mental health professions.

---This Acorn project was undertaken by the Human Interaction Research Institute (HIRI) under a grant from the Law Enforcement Assistance Administration of the U.S. Department of Justice. It was adapted from a community psychology action program of The Psychological Center of The City College of The City University of New York. Like the Redondo Beach program, the New York experience had as its purpose helping to teach police officers to develop new and more

* Bard, Morton. Family intervention police teams as a community mental health resource. Journal of Criminal Law, Criminology and Police Science, 60 (2), 247-250.

effective techniques of intervention in family disturbances. The immediate aim was to reduce emotional tension as quickly as possible and thus avoid violence either between the disputants or toward the intervening officer; a longer-term aim was to help direct families to suitable agencies in order to resolve their chronic difficulties.

The New York City program was carried out under the direction and supervision of Drs. Morton Bard and Bernard Berkowitz of The Psychological Center of The City University of New York. It was supported by an Office of Law Enforcement Assistance, U.S. Department of Justice training grant, by the New York City Police Department, and by The City College. It was carried out over a period of two years, utilizing 18 selected volunteer officers who, during and following the one-month training portion of the program, were formed into a special Family Crisis Intervention Unit operating in the Harlem sector of New York City. From among the officers who volunteered, those selected had at least three years of service plus apparent motivation and aptitude for family crisis specialization. Their training consisted of 160 hours of on-campus training (the first month of the program), including lectures, field trips, practice interventions and human relations workshops. Each participating officer received at least one hour of individual consultation weekly with an advanced clinical psychology student. The program was completed by an evaluation phase.*

* The final results of the program are reported in U.S. Department of Justice, Final Report OLEA #157, "Training police as specialists in family crisis intervention."

The Redondo Beach Acorn project, which is the subject of this report, was carried out during the period September 19, 1969, to January 31, 1970. It was designed to adapt the New York City program for a small community, a brief training period and other conditions which differed considerably from the original program. Redondo Beach is a Southern California community of about 60,000. There are few Black families and a somewhat larger Mexican-American population, but no ghetto area. It is a largely middle class or lower middle class Caucasian community -- quite different from the Harlem ghetto. The Redondo Police Department encompasses a Patrol Division of about 40 officers, with six or seven on duty at any one time, usually patrolling alone in cars. Further, the Acorn project in Redondo differed from the New York program in that it attempted to achieve similar training goals with a limited budget. The comparative scopes can best be indicated by the respective costs of the two: New York, \$95,000; Redondo Beach, \$6,000. The New York training time was 160 hours; the Redondo Beach project had a total of 44 training hours.

II. THE REDONDO BEACH PROJECT

A. The Participants

Ten police officers in the Redondo Beach Police Department participated in the project. Eight were from the Patrol Division, one from the Detective Division and one (the only policewoman) from the Juvenile Division. Participants were selected from a group responding to the police chief's request for volunteers, and represented all three watches. Although all had volunteered, all were by no means equally convinced of the value or merits of this kind of training. In fact, the participants were deliberately selected from the volunteers to represent disparate points of view in this regard.* An attempt was made to try such a chance grouping as might be necessary in small police departments which do not have enough officers to select an especially suitable group for such specialized training. Accordingly, about one-third of the participants were especially interested in the program and probably more closely resembled the more receptive men in the New York program. About one-third were ambivalent in their feelings toward the program, and about one-third were distinctly skeptical, even perhaps negative, toward the program, but curious enough to volunteer. This latter group seemed to feel that a firm line existed between what they considered "police work," and what they considered strictly "social work." The new intervention techniques, in their minds, fell into the "social work" category

* Final selection was made by Captain Jack Renke, commander of the Patrol Division, from his personal knowledge of the officers.

and were not techniques to be properly undertaken by them as police officers.*

Training was conducted by Drs. Edward Glaser, Andrew Morrison and Harvey Ross, all of HIRI, and by Mrs. Mary Whitehouse, a specialist in non-verbal communication and expression through human movement. The local division of PLAYS for LIVING recruited a director and actors to present the adaptations of the same playlets that were used in the New York City program.

B. The Training Plan

As indicated in Appendix A (Acorn Plan), the intensive part of training was scheduled for Friday and Saturday mornings of three successive weeks (a total of 36 hours). Drs. Glaser, Morrison and Ross participated in three to five sessions each, while Mrs. Whitehouse participated in only one session, because of illness during the program.

The training began with an introductory discussion; it was designed to help the officers make explicit their own conception of the job of a policeman as it relates to intervention in family disputes, thereby uncovering their own confusions and conflicting notions regarding methods and goals of intervention.

Following the introductory discussion, the first two days were largely taken up by presentation of three playlets by a group of professional actors. These playlets were written especially for the New York program by PLAYS for LIVING and

* Two officers, in the Post-program Evaluation, remarked here that resistant attitudes on the part of some tend to slow the progress of the training. One commented, "People negative to the program hinder others. If first an interested group is trained, others not so interested may be more inclined to listen to another policeman."

Characteristics of the participating officers will be further discussed in Chapter III, as they seem to be a basic factor in determining the shape of further training programs.

required only minimal adaptation for use in Redondo Beach. After the actors had dramatized the written part of the plays, two teams of officers each intervened (without having seen the other team's action) to produce the outcome of each playlet. None of the intervening officers saw the development of the family dispute which each play dramatized, so there was simulation of a real life situation in which officers are called to a home and enter without knowing how the family disturbance developed. Officers in the audience were able to see both the development of the family disturbance and the different ways in which each team of officers intervened. The actors improvised their own responses to the interventions. All playlets and interventions were video taped.

After each playlet and the two interventions that completed the action were recorded, the entire group viewed the playlets and interventions on the video tape. The intervening officers were then able to see their styles of response to the situation, and were able to contrast their own behavior with that of the other team. Then the actors discussed with each team and the group their personal reactions to each intervention, indicating why at each point they improvised as they did. This provided the participating officers with another source of information regarding the impact they have on others. Mrs. Whitehouse and the consultants also commented on the interventions in order to help the officers become more aware of the impact of their behavior. Particular attention was called to how the officers contributed to raising and lowering the general level of emotional tension and potential for violence. The effect of non-verbal communications transmitted through their style of moving, standing and speaking was also pointed out. It

was found that these latter comments were most effective when the action was viewed a last time on the video tape with the sound turned off.

Session III consisted of lecture material by Dr. Morrison, dealing with the field of practical psychopathology -- diagnosis of mental and emotional states, and role playing. During session IV, resource people from community agencies were to be personally introduced to the officers. As it turned out, this was not possible, because a list of resources available in or near the community of Redondo Beach that could serve the needs of these officers had never been compiled. This element, then, was delayed until the final seminar phase.

Session V, originally scheduled as a case conference, turned out instead to be a detailed discussion by the officers of problems they anticipated having with their supervising sergeants if they changed their method of handling family disturbance calls. They felt that their sergeants tended to belong to an older generation of policemen and would not be at all sympathetic to many of the methods developed during this training program. During session VI, therefore, attendance by one of the captains was arranged so that the men could ask if they were going to get full support from their superiors for changes they might make. They were reassured that the policy of the department and their new chief was very much in favor of the kinds of changes that were discussed, but indeed, it was possible that a given supervisor who had not been exposed to this type of approach might not agree with it. In such a case, it would constitute a problem to be discussed.

Following the six training sessions, a series of two-hour seminars were scheduled. The seminars were intended to be case conference sessions during

which officers would discuss current experiences in intervening in family disputes, and brief presentations would be made by a seminar leader, social service resource people and department brass. The seminars also were to be used for the development by the seminar group of a manual of procedures for intervening in family disturbances, for use by the entire department.*

As it developed, because of the vicissitudes of scheduling training in a small department, the concluding two-hour seminars (conducted by Dr. Ross) finally took place as a series of four Saturday morning meetings, extended over a period of about 3-1/2 months.

* This manual constitutes Appendix F of this report.

III. EVALUATION OF TRAINING COMPONENTS

A. Aims

The particular aims of this program were to experiment with a variety of training methods in order to identify those which would make this kind of training understandable and palatable to an unselected group of police officers -- and thus to develop a program of training for family disturbance calls that would be feasible for departments which could not recruit a specially suited group. An additional and equally important goal was to develop a low-budget program that would fit the limited financial resources of small departments. As it turned out, (and as will be specified, below), certain training techniques were found to be particularly suited to an unselected group of officers. Others turned out to be not nearly so well suited.

The following description of the Redondo Beach participant group (based on the consultants' observations) should provide a context for understanding why some techniques turned out to be more effective than others.

B. Attitudes of Participants

In general, attitudes expressed toward the program ranged from interest and acceptance through skepticism to hostility and cynicism. The impression of one consultant was that officers with the most negative attitude toward the program also appeared to experience their work more stressfully than the other officers. In some ways they seemed confused about what they should be and do as policemen. On the one hand, they felt that they should be tough cops apprehending

criminals,* while on the other hand, they suspected and half saw that the society in which it was their fate to function had other kinds of problems which they were expected to handle, but which could not be handled with simplistic authoritarian approaches. Although among these officers there was a distinct tendency to think about and talk about their work in simple dichotomous terms -- the good guys and the bad guys -- their new chief (and, increasingly, the citizenry) was expecting more from them. To be effective in terms of these newer standards, they were being expected to learn new attitudes and methods which did not fit in with their image of what it was to be a good, tough cop. Thus, it is not surprising to find them highly sensitive to criticism, needing the approval of their superiors but not very certain that they knew what would elicit that approval. They were being subjected to a new and rather complex set of expectations in a social setting which they did not yet fully comprehend in realistic terms.

The Acorn project itself represented these more complex expectations, and their attitude toward it probably expressed their general ambivalence toward the more inclusive conception of police work. Relatively speaking, some officers in the group seemed mellow, realistic and accepting of new ideas about more effective procedures, while others seemed very sensitive to anything they might experience as criticism and appeared rather set against any outsiders who might be trying to turn their idealized tough cops into "social workers." They tended to band together against outside authorities who might presume to tell them about some-

* Participant Post-program Evaluation comment, "Maybe they get that feeling because of other training they received."

thing they had already found out about in the course of their own experience and which, therefore, they knew more about than any outsider.

Perhaps these feelings are especially intense at the present time when policemen, instead of being perceived as these officers wish -- as the representatives of legitimate authority's attempt to keep society straight -- are increasingly subject to criticism, scrutiny and citizens' complaints. Many in the group appeared to feel misunderstood, even beleaguered, like Good Guys in a Bad World which did not appreciate them.

Given this attitudinal context, it becomes understandable that the various kinds of training interventions would arouse different kinds of responses. It is the purpose of this evaluation of the training components to describe those responses and to suggest which training elements might, in similar groups, be utilized most effectively and which might better be avoided.

C. Specific Components

1. Simulations and video tape

Beyond any doubt, the most effective elements in the training were the simulations and video tape. In these, officers could see themselves and their actions without any person having to tell them what they were doing, thus avoiding any implication of criticism from an outside source. The video tape was a concrete, non-directive method, permitting self-observation and self-evaluation -- which they enjoyed. The evaluation forms filled out by the officers at the end of each session (see Appendix B) confirmed their interest. When asked what part

of these sessions was the most helpful, they typically replied, "Watching other officers and comparing their methods with my own," "Receiving comments from fellow officers Re: the 2nd officer's responsibility," "Seeing my own mistakes."

2. Lectures and discussion

Lectures interested the officers and engaged their responses as long as they were somewhat abstract and did not demand much participation and discussion. The men enjoyed hearing about family problems, problems of adolescence and old folks, and psychological theory. In general, however, they could not overcome their defensiveness enough to contribute many experiences of their own. In spite of the consultant's efforts to stimulate discussion of their own handling of recent family disturbance calls, the discussions tended to degenerate into the telling of war stories or stories illustrating the foibles of some citizens (i.e., drunks) and their effective handling of the problem through use of authority and/or force. They appeared not to be comfortable with exposing their own actions to discussion and risking the possibility of outside criticism in relation to playing a new role. Because of their discomfort, and because there were only 44 training hours available, it was not appropriate to attempt to do sensitivity training, as was done in New York. (The New York program included sensitivity training in their 160 hours.) Discussion sessions dragged and were subject to increasing absenteeism, and common lack of interest.*

* Post-program Evaluation comments were that officers may have become disinterested in giving up a series of Saturday mornings when some later sessions consisted largely of war stories.

3. Body language

The participants particularly liked the discussion of and experimentation with body language. They were intrigued with learning to recognize the communications made by physical stance and movement -- how intimidating and therefore frustrating an officer can be, merely by standing over a seated person; how a sudden movement of the hand can startle another person into a defensive action; how an officer's tense, forward posture can appear aggressive. They could see that learning to relax their own bodies and communicate a helpful attitude tended to relax the general tension in the room during a family disturbance simulation; that sitting during discussions with individuals who were upset was calming, as was gently touching a person, when that seemed appropriate. Officers explored the notion that if they could relax their bodies, not only might they have a reassuring effect on the disputants, but they might feel less tense themselves, and more in control of the situation.

Unfortunately, Mrs. Whitehouse became ill during this series and was unable to contribute more than about two hours to the training. Additional discussion and instruction in this subject might have been a helpful experience because of the officers' interest and willingness to learn. (How to improve this part of the session? "Let Whitehouse get over the flu to talk about body movements.") It is interesting that in these brief discussions about body stance the participants' characteristic defensiveness did not appear to operate. Among possible explanations for this is that Mrs. Whitehouse, being an older woman, did not perhaps present the same threat as the male lecturers and consultants. She was direct

and matter-of-fact, and illustrated her presentation both with her own actions and with officer volunteers.

4. Presentation by social agencies

One seminar was scheduled in which representatives from social agencies discussed their services and their possible use as referral sources by police officers in recommending help for troubled families. In this session the lack of an effective basis for working together -- in fact, the presence of an antagonism -- between the two public service elements became apparent. Each expressed cynicism toward the function of the other, and it became clear that a good working relationship between the police and social service agencies could be achieved only through more contact and the implementation of a plan to educate each about the other and encourage cooperation. A step in the strategy to effect this is discussed in Chapter IV.

IV. OVERALL PROGRAM EVALUATION

A. Statistical Evaluation

Evaluation of the effectiveness of this program in objective terms is very difficult. The New York experience involved 18 officers who manned a two-man Family Crisis Intervention Unit patrol car around the clock and were dispatched, when not engaged in other patrol duties, to family disturbance calls in their precinct. Their 945 interventions during a little more than one year yielded hard data which could be analyzed statistically. The Redondo Beach training program involved only eight officers who might respond to family disturbance calls in the course of their other normal patrol duties, and only within their own patrol areas. Thus, the numbers of events did not allow for enough hard data to be generated to provide a basis for a statistical analysis. Contributing to this is the possibility that the generally middle class population of Redondo Beach is less likely to erupt into family violence and less likely to call for police assistance in settling it, than is the crowded, urban, generally lower class population of the Harlem precinct.

Statistics provided by the Redondo Beach Police Department indicate that during three randomly selected months of 1969 (April, July and August) the ten officers who later participated in the Acorn project answered a total of 80 family disturbance calls; during the first three months of 1970 they responded to a total of 58 of these calls. There are no apparent significant differences in time spent or number of arrests. No assaults on the officers were reported. This, again, probably implies class and cultural differences between the Redondo Beach and Harlem client populations. Neither does a comparison of the crime reports (assault and

battery, disturbing the peace) for 1969 and 1970 indicate differences in the handling of the calls; however, these reports are very fact-oriented and do not discuss the manner in which the officers intervened.

In this context, then, the evaluation of effectiveness of training is limited to and tied to the attitudinal responses to the training experience, elicited by means of evaluation questionnaires and anecdotal material. This evaluation, therefore, is at best sketchy.

B. Pre-tests and Post-tests

At the beginning of the program, and again at the end, officers were given tests in which hypothetical family disturbance situations were presented, and they were requested to describe how they might handle them (see Appendix C, Family Intervention Tactics). It is interesting to observe that some officers who, from the beginning, had been receptive to the program demonstrated a good theoretical grasp of the techniques discussed during the program and were able to be quite specific about the steps they would follow as a result of the training. On the other hand, officers who, from the beginning, had been negative in their approach to the program demonstrated a lack of understanding of the new procedures and seemed to want to make a point of the fact that they would continue to use their own "good common sense" in handling disturbance calls. (An example of each type of response is presented in Appendix D.) "Good common sense" in these cases was frequently interpreted as investigating the family disturbance call in order to see if a crime had been committed so they could make an arrest. However, despite some of these men's claims to have learned absolutely nothing

from the program, two recently were overheard by their captain discussing the program's theories and techniques with some degree of interest and understanding, so it is possible that the negative tone of their responses is partially a defensive statement. We have been unable to determine the outcome of training in terms of effectiveness in the field, at least to this moment.

C. Participant Evaluation Forms

As was mentioned in Chapter III, participating officers were given an evaluation form at the end of each training session, asking for the officer's individual statement with regard to which part of that session had been the most valuable and the least valuable, what he felt could have been omitted or changed, etc. (Appendix B). The replies on these forms seemed to follow the same attitudinal pattern as the pre- and post-tests. Officers receptive to the program claimed to have learned something, while officers unsympathetic to the program claimed to have learned nothing, with officers who were ambivalent to the program claiming to have learned a little something.

D. Participant Post-program Evaluation

During the final writing of this report, a complete draft was circulated among the officer participants by Chief Sunyich, requesting their comments and suggestions on what was being said. Most of the officers responded at some length, and all seven who responded did so in a completely open and straightforward manner, whether critically or favorably. Their comments were perceptive, thoughtful and

incisive. It is interesting to note that in contrast to the Participant Evaluation forms, even the most critical officers claimed to have profited from the program, when they commented on this report.*

The more lengthy participant comments appear as Appendix G. The briefer comments appear as footnotes throughout the body of this report.

E. Professional Assessment and Recommendations

This assessment and resultant recommendations should be considered in terms of other programs similar to the Redondo Beach project, involving a small, unselected group of officers in a small police department. It is more oriented toward the issue of officer receptivity toward training elements and techniques than toward actual effectiveness in the field, because of the inherent difficulties in making this latter evaluation (as discussed above).

A larger department with a substantially larger group and/or a group of officers selected because of their receptivity for this training, would alter the recommendations. (Wherever the size of the department permits opportunity for specialization, it would appear profitable to select officers for adaptability to the program.)

Our recommendations would be:

1. To concentrate on simulations, since these seem to involve the officers' interest, both as performers and as audience. By adding the use of video tape, an officer can observe what he actually is doing, without having to have it pointed out by an instructor, whose

* See Appendix G, p. 71.

comments may be interpreted to be critical, particularly if suggestions are offered for changing the officer's actions or demeanor.

A major tool in simulation playlets is the use of skilled and articulate actors who interact with the officers in a realistic situation, then discuss their responses with the officers after the "crisis" is past. The reality of the simulated confrontation is involving enough to all participants so that a minimum of defensiveness will be aroused by the discussion afterwards of why each person responded as he did.

The video tape playback of the simulations, an officer's observation of the other team's intervention and the discussion with the actors provides the officer with a potent combination: he sees what he is doing and learns what impact his personal style may be having on others.

Fifteen to twenty hours of this kind of learning experience might not be too much. Each officer could go through at least two simulations and reviews of those simulations with the professional actors and the body movement specialist.

2. To use an expert in body movement to make the officers aware of how they move and the impact of their physical behavior on others.

Viewing simulations on video tape with the sound turned off is a particularly effective tool for the instructor. Once the men are aware of what they are doing, this expert can provide the officers with a repertory of ways of moving -- to appear intimidating, when that is what the officer feels to be the appropriate and necessary attitude to project; to appear calming, reassuring and firm when that seems to be the appropriate manner of behavior, such as in dealing with emotionally upset participants in a family dispute.

During this phase of training, an officer learns that instinctive movement can be his enemy, in that it may defeat the impression he is trying to convey; whereas a repertory of ways of moving and being allows him to choose consciously the most effective, appropriate manner of being, to effect his desired result. He is then handling the situation with a minimum of agitation and danger to himself.

3. To use some lecture material, which can be effective when it is largely explanatory in nature and non-directive. Topics dealing with psychology -- of youth, of age, of family problems in general -- are well received. Information concerning techniques of intervention, being implicitly directive, is much less well received. Lectures should best be limited to what might be considered general background information, and in a brief program probably should require no more than three to four hours of the training time.

4. To reduce the amount of training time devoted to officers contributing from their own experience, and to listening to representatives from outside agencies, such as social agencies.* These will be relatively limited in effectiveness as long as the officers continue to be defensive. It may be that given enough training time devoted to simulations, body movement, etc., some degree of desensitization to training by outsiders may take place. Eventually, the defensive solidarity might erode sufficiently to allow officers to involve themselves individually in a kind of sensitivity training. This hopefully would enable them to become more attuned to new kinds of techniques for dealing with family disputes.
5. To schedule periodic individual consultations for the participants over a considerable period of time, as an additional aid to desensitization. During individual consultation, officers who are the most uncomfortable with this kind of program might eventually be helped to feel at ease enough to participate in a group consultation process (case conference seminars) which, in the long run, would provide the most economical system of consultation.
6. To add a new element to future programs by having the consultants spend one or two days on patrol with an officer before the actual

* Helping orient officers toward using social agencies seems possible only after a police department and those agencies have developed a way of working together at the executive level.

- start of training. Besides providing the consultants with a kind of first-hand experience of patrol duty, it might serve to help break down the image of the consultant as an "outsider," who cannot understand a policeman's problems because he has never "been there."
7. To consider the possibility of team teaching, in which a trained senior policeman is paired as a trainer with a professional consultant, with the further aim of inducing a more favorable attitude toward the training.*
 8. To consider a series of discussion groups led by a trained policeman, concomitant with the seminars, to provide an opportunity to work through new attitudes and procedures with fellow officers.*
 9. To consider providing a psychiatric or psychological consultant to each participating division to act as back-up and resource person to the division staff and men, as a continuing support in maintaining interest, attitudes and skills over the long haul.*
 10. To institute some form of crisis intervention training into the initial recruit training program,** rather than wait until officers have already formed complete images of themselves as policemen.

* Suggested by Dr. Martin Reiser.

** As is now being undertaken by the New York Police Department, as a result of the New York program (see Appendix F, p. 60).

E. Extension of Training Element

One potential bonus from this program is the realization that the simulation-video tape method of presentation is an extraordinarily effective tool in training officers and could be used to great advantage as part of on-going training in many aspects of police work. By this method an officer can be taught how to confront a felony suspect or handle a drunk, procedures of answering the phone, use of the radio, and firing range techniques, to name a few possible subjects. The opportunity to observe himself as well as his fellow officers gives him a kind of understanding not easily reached by other teaching techniques. In addition, it circumvents the problem of introducing authority figures and the resultant negative reactions, by demonstrating directly to the officer what he is doing, rather than by telling him what he should be doing.

F. Aftermath

As stated in Chapter III, a lack of coordination between the Redondo Beach Police Department and other community resource agencies became apparent during the session in which both met together. Because of what we feel to be the urgent need for cooperation between these two public service elements, we at HIRI are continuing to work with the Chief of Police, Mr. Louis J. Sunyich, to promote formation of an inter-agency task force designed to resolve some of the issues and bring about a closer cooperation between agencies. HIRI's position in this, and an indication of the nature of the involvement, is demonstrated by the February 27 letter to Chief Sunyich, in Appendix E.

G. Postscript

Ten area (Centinela-South Bay) law enforcement agencies are now jointly conducting a training program based on the Redondo Beach Acorn project.

LEAA grant for "Training Policemen to Deal with Family Disturbance"

ACORN PLAN

Training Plan

<u>Date</u>	<u>Time</u>	<u>Content</u>	<u>Trainers</u>
<u>Session I</u>			
Friday, Sept. 19	8:30am- 10:00am	Purpose of workshop: Conflicting roles of policemen	Morrison Ross Whitehouse Glaser
	10:00am- 2:00pm	Playlet #1 Discussion of needs of policemen re handling family situations. Videotape	Morrison Ross Whitehouse Glaser
<u>Session II</u>			
Saturday, Sept. 20	8:30am- 2:00pm	Two playlets. Discussion. Videotape.	Ross Whitehouse Glaser
<u>Session III</u>			
Friday, Sept. 26	8:30am- 2:00pm	Practical psychopathology. Fast diagnosis of mental and emotional states relative to type of interventions indicated. Role playing.	Morrison

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<u>Date</u>	<u>Time</u>	<u>Content</u>	<u>Trainers</u>
<u>Session IV</u>			
Saturday, Sept. 27	8:30am- 10:00am	Community resources. Constructing a list and meeting resource people.	Morrison
	10:00am- 12:00noon	Discussion of family experiences of officers	Morrison
	12:00noon- 2:00pm	Special problems: Adolescent - parent discord, the aged, confused, poor	Morrison
<u>Session V</u>			
Friday, Oct. 3	8:30am- 2:00pm	Case conference. Material to be prepared by officers -- a discussion of past problems.	Ross
<u>Session VI</u>			
Saturday, Oct. 4	8:30am- 2:00pm	Summary and discussion of unresolved problems. Creating a common understanding re role of policemen in resolution of conflicts. Evaluation of training. Chief, Captains, etc. present	Ross Morrison Glaser
		Biweekly, 2-hour seminars with this group for three months after the end of training.	Ross

EVALUATION FORM: FAMILY INTERVENTION SEMINAR

DATE:

1. Did you find today's seminar helpful?

Very _____ Somewhat _____ Not at all _____

What was most helpful?

What should have been changed or left out?

2. What were the two most helpful things you learned?

3. Do you have any further suggestions on how to improve this part of the seminar?

4. Do you have any suggestions about material you would like to cover in future meetings?

FAMILY INTERVENTION TACTICS

1. You have just been let into a house by a frantic woman who says that after a quarrel with her teen-age daughter about staying out late, her daughter has locked herself in her room and threatens to swallow poison. What do you do?
2. Neighbors call to complain that a man is beating his twelve-year-old son. When you arrive, the father is still enraged. The boy is weeping and frightened but defiant towards his father. The father says "Lock him up! He won't go to school. He stays out all night. He must be using dope." The boy's mother and sister accuse the father of brutality and say they are afraid to be in the house with him. What do you do?

3. A frightened adolescent boy has called to complain that his father is threatening to kill his mother. He has a knife and is drunk. When you arrive at the door you can hear a man shouting obscenities. What do you do?

4. You have been asked to take a fourteen-year-old girl from her home to Juvenile Hall. When you are let into the house, she suddenly becomes hysterical, curses you and screams that if you try to force her to leave she will fight you. What do you do?

FAMILY INTERVENTION TACTICS

Please answer any two of questions 1-4. Answer all the others.

1. The police have been called (by neighbors) to a home in a middle class neighborhood because of a loud argument. When you arrive, you find three adults and a seven-year-old child in the living room. The two men and one woman are shouting at one another. One of the men threatens to shoot the other if he returns to the home. The argument seems to have something to do with one of the men's visitation rights with the child. What do you do? (Please outline step by step)

2. A woman calls the station complaining hysterically that her husband is drunk and breaking up the furniture. Your unit is sent. How do you handle the call?

3. A girl calls stating that her parents are both drunk and that her father is threatening her mother with a knife. When you arrive at the door you hear a loud argument. What do you do?

When you enter, you see that the man is brandishing a knife, is quite drunk and very angry. What do you do?

4. You have a court order to transport a thirteen-year-old girl to Juvenile Hall. When you arrive, the child's mother is hysterical, holds the child and refuses to let her go with you. What do you do?

5. Describe, in detail, one family disturbance call you have been on during the past two months. What was the situation? How did you handle it? Explain your reasoning at each step.

Did the seminars have any effect on the way you dealt with that call? If so, how? If not, why not?

How might the seminars have been more effective in helping you deal with that call?

6. Please state, in general terms, in what way the Acorn program has (or has not) helped you do your job. Also, write your criticisms of the program.

7. If you have changed your former procedures in dealing with family disturbance calls, has changing your procedures created problems with your fellow officers? If so, how?

Has changing your procedures created problems with your supervisors. If so, how?

Suggest how these problems might be overcome.

8. Please write any further suggestions or comments.

FAMILY INTERVENTION TACTICS

Please answer any two of questions 1-4. Answer all the others.

1. The police have been called (by neighbors) to a home in a middle class neighborhood because of a loud argument. When you arrive, you find three adults and a seven-year-old child in the living room. The two men and one woman are shouting at one another. One of the men threatens to shoot the other if he returns to the home. The argument seems to have something to do with one of the men's visitation rights with the child. What do you do? (Please outline step by step)
 1. SEPARATE THE PEOPLE INVOLVED
 2. OBTAIN A TENSION FREE ATMOSPHERE AND PUT THE PEOPLE IN A REASONING FRAME OF MIND
 3. ANALYZE THE SITUATION AND GET ALL THE FACTS.
 4. ADVISE THE FATHER OF THE CHILD TO TRY TO AVOID ANY CONTACT WITH THE CHILD'S MOTHER AND HER MALE COMPANION UNTIL HE HAS CONSULTED HIS LAWYER.
 5. EXPLAIN TO THE CHILD'S MOTHER THAT THE HUSBAND DOES HAVE A RIGHT TO VISIT HIS CHILD (IF THERE IS REASON TO SUPPORT THIS ASSUMPTION) HOWEVER IF THE SITUATION IS UNPLEASANT TO HER, THEN MAYBE A NEUTRAL MEETING PLACE SHOULD BE DECIDED UPON.
 6. POINT OUT THE PSYCHOLOGICAL STRESS THE CHILD IS BEING SUBJECTED TO, ASK THAT THE PARENTS TAKE THIS INTO CONSIDERATION.
 7. LEAVE THE DECISIONS IN A POLITE MANNER TAKING THE HUSBAND WITH YOU.
 2. A woman calls the station complaining hysterically that her husband is drunk and breaking up the furniture. Your unit is sent. How do you handle the call?
 1. STAND OUTSIDE OF THE RESIDENCE AND LISTEN. TRY TO ASCERTAIN IF THE HUSBAND IS STILL BEING VIOLENT. IF THERE IS NO NOISE, TRY TO LOCATE HUSBAND BY LOOKING IN WINDOWS. ONCE LOCATED ASCERTAIN IF HE IS ARMED OR NOT.
 2. KNOCK VERY LOUDLY AND ANNOUNCE YOUR PRESENCE: "HELLO THIS IS THE R.B.P.D."
 3. SEPARATE THE HUSBAND AND THE WIFE.
 4. REFER TO ITEMS 2 AND 3 ABOVE.
 5. IF REFERRALS ARE IN ORDER CONSULT LIST. RECOMMEND THE COUPLE CONTACT AGENCY AT THEIR LEISURE.
 6. OBTAIN A COMMITMENT FROM THE HUSBAND THAT HE WILL BE PEACEFUL FOR THE REST OF THE NIGHT.
 7. POINT OUT THAT WRECKING THE FURNITURE IS AN ADDED EXPENSE THAT WILL CAUSE FUTURE HARDSHIP.
 8. ADVISE BOTH PARTIES THAT YOU CANNOT TAKE EITHER OF THEIR SIDES, BUT YOU CAN HELP THEM REACH AN UNDERSTANDING.
 9. EXIT HOME IN A FRIENDLY MANNER.

3. A girl calls stating that her parents are both drunk and that her father is threatening her mother with a knife. When you arrive at the door you hear a loud argument. What do you do?

1. KNOCK VERY LOUDLY - ANNOUNCE YOUR PRESENCE - IDENTIFY YOURSELF.

When you enter, you see that the man is brandishing a knife, is quite drunk and very angry. What do you do?

1. TALK TO HIM IN A CALM REASSURING TONE OF VOICE
2. ATTEMPT TO CONVINCE HIM THAT THERE IS NO DANGER AND TO PUT DOWN THE KNIFE.
3. DO NOT MAKE ANY FURTIVE MOVEMENTS DURING THE ABOVE AND DO NOT LET YOUR HAND HOVER AROUND YOUR REVOLVER.
5. AFTER THE ~~FATHER~~ FATHER IS CALMED DOWN PROCEED IN THE SAME MANNER AS DICTATED IN ITEMS 1, 2, AND 3 UNDER PROBLEM #1
6. MAKE OFFER OF PARENT-CHILD COUNSEL AGENCY AND FAMILY COUNSELOR.
7. TAKE THE WIFE ASIDE AND ASCERTAIN IF THERE IS A DRINKING PROBLEM. IF SO REFER HER TO A.A. FOR ASSISTANCE.
8. GET COMMITMENT FROM THE MAN THAT HE WILL BE PEACEFUL IF HE WILL NOT OFFER TRANSPORTATION TO HOME OR NEARBY MOTEL.
4. You have a court order to transport a thirteen-year-old girl to Juvenile Hall. When you arrive, the child's mother is hysterical, holds the child and refuses to let her go with you. What do you do?
 1. CALM THE MOTHER'S FEARS, EXPLAIN THE REASON FOR THE COURT ORDER. SUGGEST SHE ACCOMPANY THE CHILD.
 2. IF SHE WILL NOT COOPERATE LEAVE THE CHILD WITH HER.
 3. CONTACT THE JUVENILE BUREAU AND REQUEST A FEMALE OFFICER THAT CONTACT THE MOTHER.
 - A. ASSIST THE JUVENILE OFFICER WHILE THE INTERVIEW IS BEING CONDUCTED
 5. IF COOPERATION IS OBTAINED, THEN HELP WITH TRANSPORTATION
 6. MOST IMPORTANT OF ALL - WIN THE CONFIDENCE OF THE CHILD AND THE MOTHER.

5. Describe, in detail, one family disturbance call you have been on during the past two months. What was the situation? How did you handle it? Explain your reasoning at each step.

HUSBAND AND WIFE SEPARATED FOR TWO WEEKS. WIFE LIVING AT HER PARENTS HOME. THE HUSBAND WENT TO THE FATHER IN LAW'S HOME AT 3:00 AM AND DEMANDED TO SEE HIS WIFE. HE WAS DRUNK AND ABUSIVE. THE FATHER IN LAW CALLED THE POLICE AND REQUESTED THAT THE SON IN LAW BE MADE TO LEAVE.

- 1. CONTACT MADE WITH THE PARTIES INVOLVED.
- 2. FACTS OBTAINED AND HISTORY FROM THE HUSBAND AND WIFE.
- 3. PROBLEMS: EXCESSIVE DRINKING ON HUSBAND'S PART, DUE TO PSYCHIATRIC PROBLEM. WIFE EXTREMELY UPSET BECAUSE HER HUSBAND STOPPED SEEING HIS PSYCHIATRIST. CONSEQUENTLY SHE LEFT AND MOVED IN WITH HER PARENTS. HER INTENTION WAS TO FORCE HER HUSBAND TO RESUME HIS TREATMENTS AND TO STOP DRINKING.

SOLUTIONS

- 1. THE HUSBAND AND WIFE WERE ASKED TO ACCOMPANY THE OFF. TO HIS UNIT. (THEREBY ASSURING A PRIVATE AND CONFIDENTIAL INTERVIEW AWAY FROM THE FATHER IN LAW.)
- 2. THE OFF. ASKED BOTH OF THE PARTIES IF THEY WOULD ACCEPT A SUGGESTION? WOULD THEY CONTACT AND MAKE APPOINTMENTS TO SEE COUNSELORS FROM THE FOLLOWING AGENCIES:
 - 1. FAMILY SERVICES OF L.A.
 - 2. HARBOR GENERAL - OUT PATIENT
 - 3. MOUNT. ST. TERR - MARRIAGE COUNSELOR

OFF. FELT THE HUSBAND WAS NOT AN ALCOHOLIC BUT NEEDED PSYCHIATRIC HELP. THE WIFE HAD HESITANTLY INDICATED THAT THEY DID NOT WANT A DIVORCE. THEREFORE THE OFF. FELT THAT THE MARRIAGE COULD BE SAVED.

OUTCOME: BOTH PARTIES VERY RECEPTIVE. FATHER IN LAW SATISFIED.

Did the seminars have any effect on the way you dealt with that call? If so, how? If not, why not? YES. THE DESIRE TO UNDERSTAND PEOPLE'S TROUBLE AND TO HELP THEM OVERCOME THEM. IS A NEWER CONCEPT. I AGREE WITH THIS. AND FEEL THAT WE IN LAW ENFORCEMENT ARE BECOMING A NEW IMAGE IN THE EYES OF THE PUBLIC. THEY EXPECT US TO BE ABLE TO HELP AND REFER THEM TO AGENCIES THAT CAN ASSIST THEM. SIMILARLY WE ARE BECOMING AWARE OF A NEW RELATIONSHIP "THE PUBLIC'S FRIEND AND COUNSELOR".

WE ARE LEARNING TO BE MORE SENSITIVE TO THE EMOTIONAL ASPECTS BEHIND THE CALLS WE HANDLE

How might the seminars have been more effective in helping you deal with that call?

- 1. ~~INSTITUTE~~ INSTITUTE A BASIC PSYCHOLOGY CLASS.
- 2. IMPROVE UPON REFERRAL LIST - ENUMERATE TYPES OF SERVICE
- 3. ESTABLISH A FOLLOWUP SYSTEM, WHEREBY A RECORD OF SUCCESSFUL OR UNSUCCESSFUL REHABILITATION CAN BE STUDIED.
- 4. UTILIZE THE FOLLOWUP SYSTEM BY HAVING A SOCIAL WORKER CONTACT THE FAMILIES.

6. Please state, in general terms, in what way the Acorn program has (or has not) helped you do your job. Also, write your criticisms of the program.

THE ACORN PROJECT HAS HELPED ME TO EVALUATE MY OWN FEELINGS. IT HAS ENABLED ME TO UNDERSTAND THAT THERE IS A DIVIDING LINE THAT POINTS OUT HOW FAR AN OFF. SHOULD GO. WE HAVE TO REALIZE ONE FACT: THERE ARE PEOPLE WHO CAN BE HELPED BY THE POLICE OFF. AND THERE ARE OTHERS THAT NO ONE CAN HELP. I CAN BE MORE ANALYTICAL NOW AND FIND IT EASIER TO HANDLE THE FAMILY FIGHT SITUATION.

7. If you have changed your former procedures in dealing with family disturbance calls, has changing your procedures created problems with your fellow officers? If so, how? NO - ONLY GOOD NATURED KIDDING

Has changing your procedures created problems with your supervisors. If so, how? NO - NOT SINCE THE SUPERVISORS HAVE BECOME PUPPETS OF THE ACORN PROJECT'S OBJECTIVES.

Suggest how these problems might be overcome.

8. Please write any further suggestions or comments.

MORE PLAYLETS

INCLUDE MEXICAN AMERICAN SITUATIONS -

FAMILY INTERVENTION TACTICS

Please answer any two of questions 1-4. Answer all the others.

1. The police have been called (by neighbors) to a home in a middle class neighborhood because of a loud argument. When you arrive, you find three adults and a seven-year-old child in the living room. The two men and one woman are shouting at one another. One of the men threatens to shoot the other if he returns to the home. The argument seems to have something to do with one of the men's visitation rights with the child. What do you do? (Please outline step by step)

2. A woman calls the station complaining hysterically that her husband is drunk and breaking up the furniture. Your unit is sent. How do you handle the call?

CITIZENS 415 ARREST

- 3. A girl calls stating that her parents are both drunk and that her father is threatening her mother with a knife. When you arrive at the door you hear a loud argument. What do you do?

When you enter, you see that the man is brandishing a knife, is quite drunk and very angry. What do you do?

417 PC ARREST

- 4. You have a court order to transport a thirteen-year-old girl to Juvenile Hall. When you arrive, the child's mother is hysterical, holds the child and refuses to let her go with you. What do you do?

- 5. Describe, in detail, one family disturbance call you have been on during the past two months. What was the situation? How did you handle it? Explain your reasoning at each step.

ASSIGNMENT AT PRESENT DOES NOT BRING ME IN CONTACT WITH FAMILY 415'S

Did the seminars have any effect on the way you dealt with that call? If so, how? If not, why not? YES - BODY MOVEMENTS - KNOWING BEFORE ENTERING - SEPARATION - BE ON THEIR LEVEL - TALKING SOFTLY - BRING LEVEL OF ARGUMENT TO LOWER PLANE.

How might the seminars have been more effective in helping you deal with that call?

I WOULD HAVE LIKED TO HAVE SEEN MYSELF ON PLAYBACK. YOU NEVER SHOWED MINE ON YOUR RECORDER. I THINK I MIGHT HAVE OBSERVED SOMETHING OF MY SELF WHICH WOULD HAVE BEEN HELPFUL.

6. Please state, in general terms, in what way the Acorn program has (or has not) helped you do your job. Also, write your criticisms of the program.

Too REPETITIVE

LAST MEETING TOO LONG FROM PREVIOUS MEETINGS.

7. If you have changed your former procedures in dealing with family disturbance calls, has changing your procedures created problems with your fellow officers? If so, how?

No

Has changing your procedures created problems with your supervisors. If so, how?

No

Suggest how these problems might be overcome.

8. Please write any further suggestions or comments.

OUR TEACHERS, WITH ALL RESPECT, NEED TO SPEND AT LEAST TWO (2) WEEKS RIDING IN VARIOUS BLACK & WHITES BEFORE ATTEMPTING TO TEACH THIS CLASS IN THE FUTURE. THEIR KNOWLEDGE IS GREAT AND USEFUL, BUT THEY DON'T REALLY UNDERSTAND OUR PROBLEMS. PRACTICAL EXPERIENCE IS PARAMOUNT FOR THEM.

HUMAN INTERACTION RESEARCH INSTITUTE

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LOS ANGELES, CALIFORNIA 90024

(213) 879-1373

February 27, 1970

Mr. Louis J. Sunyich
 Chief of Police
 City of Redondo Beach
 415 Diamond Street
 Redondo Beach, California 90277

Dear Lou:

The last of the Acorn seminars brought the participating officers into contact with representatives of local social service agencies to which they might refer some of their chronic problem families. The discussion during that meeting revealed that to that point, there had not only been no functional working relationship between the police and other agencies but, indeed, there existed an abysmal lack of mutual understanding and distrust -- hardly basis upon which such a relationship might be built. Since the really effective handling of family disturbances demands that the police refer problem families to social service agencies, the establishment of a working relationship seems a high priority goal.

Up to this time, the community may have been able to tolerate estrangement between the police and other social service agencies without too much difficulty. Instances in which combined action and cooperation might have been desirable may have been only occasional. At those times the police have probably dealt with essentially emotional and social problems as if they were legal, and social agencies may have handled essentially legal problems as if they were emotional and social. Poor outcomes could always be blamed on the other agency's not being interested, not being readily available to offer service, being uncooperative or simply having bad faith.

Now, however, these inter-agency shenanigans can no longer be afforded. As a consequence of the Lanterman-Petris-Short Bill, state mental hospitals are being emptied to a considerable degree and patients who hitherto have been sequestered away are being returned to their own communities by the State Department of Mental Hygiene. Communities will no longer be able to rid themselves, easily, of their psychotics, addicts and misfits -- a whole panoply of problem citizens -- by shipping them off to mental hospitals. As a result, it is likely that there will be an enormous increase in the number of problem

Mr. Louis J. Sunyich

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citizens who will have to be dealt with locally. We can anticipate a marked increase of family problems with psychotic family members, an increase in the number of public disturbances and altercations between citizens, an increase in the number of confused individuals found wandering in the street, etc. Communities will have to learn to utilize existing resources to handle these problems or to develop new resources. An overriding necessity will be for existing agencies to learn to work together, each meshing its own expertise and potential for helpful action with the others.

For example, we may anticipate that when former hospital patients become troublesome the police department will often be the first agency to be called. In one way or another a patrolman may be able to restore the peace, temporarily, but what is he then to do with a mentally ill person who is on his hands beyond, perhaps, detaining him at the police station? How long can he hold him? Is the station really the right place for that citizen? Police officers are neither trained nor should they be expected to resolve such problems on a permanent or long-term basis. The intervention of someone in the mental health professions is called for. However, at present, there exists no means for coordinating the resources of the police department with mental health agencies in the South Bay area.

Therefore, we are suggesting formation of an inter-agency committee that would have as its first goal working out a coordinating strategy to establish orderly procedures to enable the police department and mental health agencies to work together. This task force might be sponsored by the City of Redondo Beach and might include representatives from the Police Department, the City Attorney's office, the City Administration, the local office of the State Department of Mental Hygiene, the County and other relevant social agencies. In somewhat greater detail, the mission of the committee might include:

1. Identifying the range of problems of coordination that have existed, locally, in the past between the police department and other agencies;
2. Identifying and predicting new problems anticipated as a result of the Lanterman-Petris-Short Bill;
3. Developing goals for the community for dealing with those problems;
4. Identifying resources available to the community (including the police department) and the function of each in attaining that goal;
5. Suggesting a rationale and an orderly procedure for coordinating the resources available to the community in attaining community goals;
6. Making recommendations about developing existing resources or creating new ones that might be necessary to meet the goals.

Mr. Louis J. Sunyich

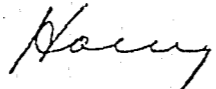
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The committee might be limited to Redondo Beach or might be extended to include all cities and resources in the South Bay area. It seems likely that the problems anticipated will not be limited to any one of the South Bay cities but might necessitate combined city action. Redondo Beach might well take the leadership in this coordinating effort.

HIRI will be pleased to help you in whatever way we can.

Sincerely,


Harvey L. Koss, Ph.D.

cc: Mrs. Pat Dreizler

PROCEDURES MANUAL
FOR OFFICERS INTERVENING IN FAMILY DISPUTES

An Introduction by Chief Sunyich

The organizations comprising our society are by nature slow to change. Most organizations are designed to cope with the problems in existence at the time of their formation. The realities, styles and needs of society tend to change long before their organizational structures do. The organization and procedures of the police department are no exception.

Examples of this phenomenon can be observed in all phases of police work today: It is true (although it is difficult to accept as well as frustrating) that the authority, tradition, and power of the police do not represent what they used to. The mere presence of the man in blue is no longer the accepted symbol of justice, order, and final authority for all situations.

There are many reasons underlying these changes. Some of the reasons may be attributed to the passing of stability in neighborhood populations, and fading respect of the younger generation for the older. Regardless of the reasons, society has changed, while many police practices are still geared to the past. These practices are not only potentially dangerous, but are inefficient and ineffective as well. Nearly any confrontation today between police and an angry civilian assemblage proves this point. The issue here

is not who is right, or what the reasons are, but that the old methods do not work as often nor as well.

These new conditions are not temporary. Social changes are taking place on a very wide front, and are not likely to be reversed. The "good old days," as in the case of Humpty Dumpty, cannot be put back together again. Society now finds the use of force, which used to be routine and unquestioned, generally unacceptable.

It does little good to complain about the changes and to bemoan the fact that the good old virtues are no longer honored. We must honestly and objectively examine ourselves and bring our good old common sense up to date. The only way to make it as police officers, and to justify our existence is to find out what society's new needs and demands are, and what new styles are needed to confront and complement them in order to maintain balance. This is common sense. This is meeting the challenge, rather than sticking our heads in the sand and pretending nothing is happening. This is what this manual is about.

We need to change our style of contact with the public. Breaking heads is out, or at least is out as a simple solution to a disturbance. Public opinion is strongly against power plays when other approaches are open. It is surprising how often there are other approaches that accomplish more in terms of benefiting people by leading them to seek help for their problems, rather than locking people up and letting the problems smoulder, only to break out again. This is not "social work." You are not expected to solve other

people's problems. In fact you are cautioned against trying to solve them. But since you are usually the first person of authority on the scene of trouble, you are the one expected to restore order and, more and more, expected to give the citizen in trouble a lead to the resource agency which, over a period of time, can help him with his problem. This benefits you as a policeman, because as time goes by, and you direct more and more of your chronic problem families and individuals toward help, they will gradually become less and less a problem to you as they unwind their problems and learn to live peaceably. This is not "giving in;" it is the new, creative approach to keeping the peace.

The Acorn project in Redondo Beach has been concerned with this new peace-keeping approach, specifically when answering family disturbance calls. We have concentrated on new techniques of handling these explosive situations. We have focused on calming the participants down (instead of making an arrest just to keep the peace), finding out what the trouble is about, and when possible, referring them to an agency that can help them find solutions to the problems that are giving them (and us) difficulty. In order for you to know which kind of agency to refer them to, and where to find them, you have to be familiar with who offers what kind of help and how to go about applying for it. The second goal of the Acorn project, in addition to restoring peace with less risk to the officers and without automatic arrests, has been to form a strong link between the patrol officer and the resource agencies.

The more flexible an officer is in handling calls of all types, and the more different ways he knows of handling situations, the more effective and efficient he is and the less personal danger he is likely to be in. If he does not have a series of tactical alternatives to choose from, he is trapped into using the few improper and out-of-date techniques he had learned in training and experience in the past. The Acorn project has attempted to provide the officer with a new flexibility, not only for his own protection, but to assist him in meeting the high standards of professionalism to which this department is committed. We hope that this is only the first of several programs aimed at making us more effective officers.

Statements by Officers Who Have Been in the Acorn Project

During Acorn we investigated and experimented with different techniques for intervening in family disturbance calls, all geared to today's needs and styles. Ten officers participated in the first Acorn project. Three of them wrote down what they thought was important to go into this manual:

1. Officer Paul Rossiter

The best preface would be the old cliché about only being able to get out of any situation that which you put into it. In order to obtain the fullest amount from this learning situation one must have the desire to help others. If one has the ability to care for others and is willing to go a portion out of his way to be interested in the feeling of others he has the ability to become involved totally in this learning situation. If one has the feeling that this course will show him the "magic words" to use on others and is looking only for a short-cut answer it is possible he may get nothing from this course. It is presumed, however, that those becoming involved in this program all have in common the goal of becoming better and more equipped to serve as police officers.

With just this interest alone it is possible to obtain a good deal from this course. For there are suggested here techniques of how to present yourself more effectively to others in tense situations. There are also opportunities for insights into these tense situations and opportunities to see yourself as others see you. These can be an aid to everyone.

However, it remains that only the individual can dictate to himself that degree to which he can, or will, apply these techniques.

2. Officer Thomas O. Wells

I feel that this project has helped me understand several different viewpoints in the handling of family fights and problems. I feel that new personnel who are in the department and come into the department in the future should be made aware that the handling of the family 415's does not have any set method. The family 415 can be a small argument or a serious situation. The new man should be made aware that the problem, if it is small, can be turned into a serious situation by the actions of the officer. On the other hand, the officer may not do the proper thing to please the people involved, and dissatisfaction from this may change the situation.

If the suggestions used in Project Acorn are applied to use in the field, the new man should not be subjected to using them as an ironclad application, but should be shown the various ways of handling each type of family 415 and let him, after a period of time on the job, use the one that works best for him.

Anytime the rules for handling a 415 family are made to be used on a set basis, the efficiency of the officer is cut down. The 415 family never remains static, and if the new man is led to believe it is, he is being put in a position that will jeopardize his safety.

In summary, all phases of the operation should be considered and the situation at hand viewed if possible before any action or suggestion is made by the officer, regardless of age or tenure on the job.

3. Officer Shirley Iverson

How are you going to make a referral if you don't listen to the problem?

How are you going to "cool" the situation and get back to your duties if you refuse to listen to the people involved? Not to listen to the words alone, but to observe the facial expression, body actions, tone of voice, to understand not only what the person says but what he really means.

Everyone wants someone to listen to them and be interested in them. Many incidents are closed just by having a sympathetic listener. Listen with your ears, eyes and heart. Communicate with a person by your words, your actions and your tone of voice. Make sure he is aware that you are interested and understanding of his problem. When people are aware that you are listening with your whole self, they will be much more receptive to your referrals or to the advice you offer.

Remember, listen with your ears, eyes and body movements.

Techniques for Intervening in Family Disputes*

Many police calls do not involve routine interventions; rather, they are mixed in nature. The officer finds himself embroiled in a situation that cannot be resolved by reason and is best not dealt with by direct force, because it is so filled with strong emotions and irrational attitudes. For example, a father is trying to take his son away from his divorced wife, even though she has won custody of the child. The father is desperate and determined; the mother is armed with a revolver she does not know how to handle properly; the child is terrified. If the officer attempts to handle this situation by asserting his lawful authority, his attempts may be ineffective or, worse, they may escalate the anger and hysteria. He may have to use physical restraint or force. Or he may become the victim of an assault by the father, with whom he is interfering, or by the mother, in her panic -- or by both, in their frustration.

Statistics show a disproportionate number of officers hurt or killed in the course of intervention in family disputes. Recently, the U.S. Department of Justice sponsored an experimental program in a Harlem precinct in

*Developed during the Acorn project training, by the participating police officers and the consultants from Human Interaction Research Institute.

New York to develop new methods for the police officer in dealing with family disputes in order to reduce the possibility that he would become the object of an assault, and to increase his ability to resolve situations without having to use legal action or force. The results of that project showed that the greater the police officer's ability to see and understand the emotional components in family disputes, the better he could judge the potential for violence in the situation, the more flexible he could be in deciding in what ways he could calm the disputants, and the less likely it was that he would become the target of assault. In addition, if he had a broad point of view about the nature of family disputes, plus a knowledge of community agencies to which he could refer "repeater" families, it was more likely that his intervention could lead families to seek the kind of help they needed for more permanent solutions to their problems. When officers applied this point of view, the result was an overall reduction in the number of family disturbance calls in that precinct and less potential danger to the officers who made the calls.

The Redondo Beach Acorn project* has aimed to adapt the approach developed in New York to our own department and our community. The training program undertook:

1. To learn to understand the processes involved in family disputes.
2. To develop different kinds of tactics and ways of behaving, to cope most effectively with those acute emotional situations.

*Also sponsored by the U.S. Department of Justice.

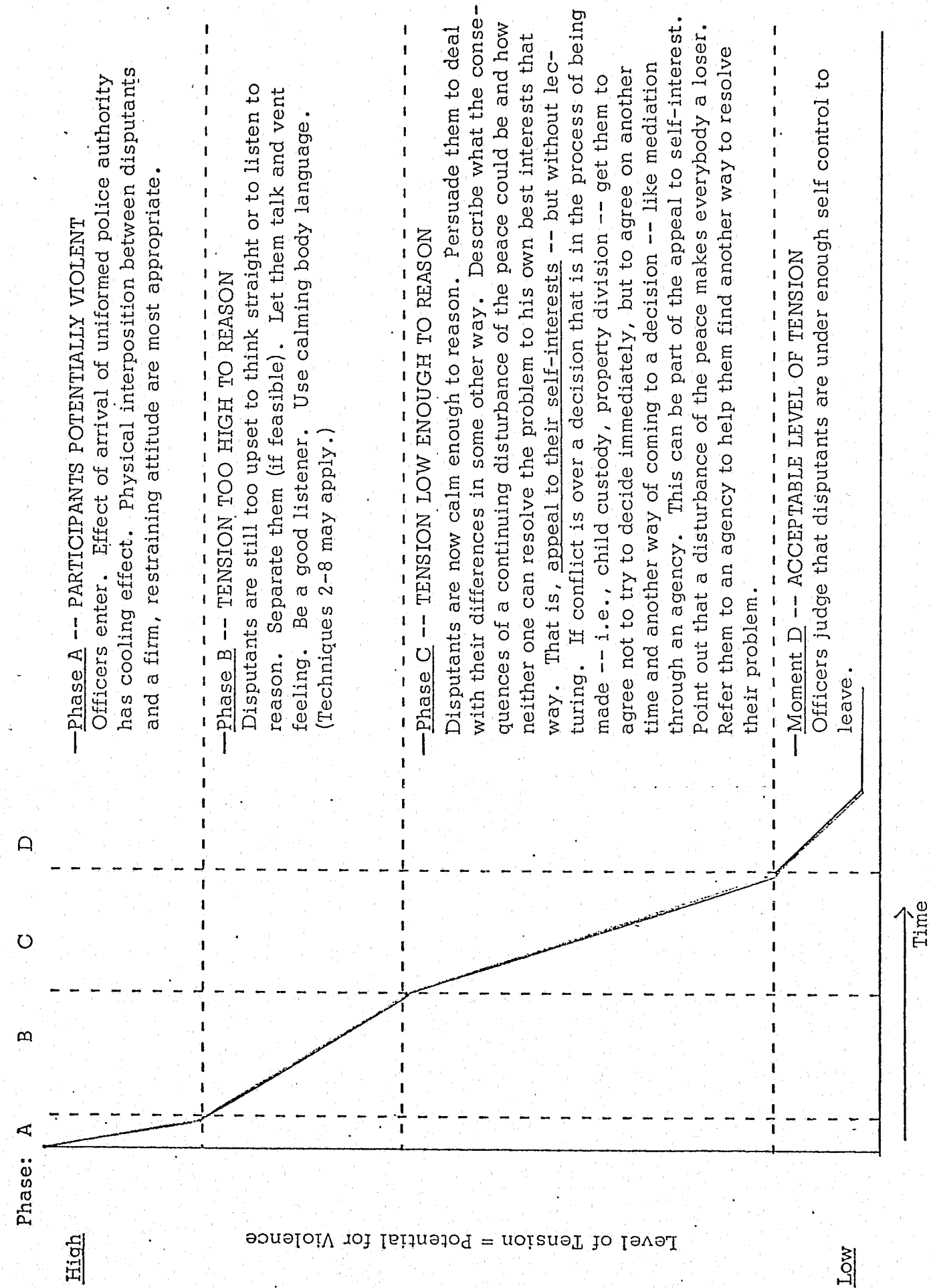
The following are some realistic goals for the police officer who intervenes in a family dispute:

1. To reduce the level of tension in the dispute so that the peace is restored without anyone's being hurt, without having to make an arrest, and without having to make a return call.
2. To handle the call within a reasonable period of time so that the intervening officers can return to their units as quickly as possible.
3. To provide the family with a referral to an appropriate social service agency where it might resolve the family's long-term problems, thus diminishing the likelihood that it will become a chronic problem for the police.

The diagram on the following page illustrates the reduction in tension that should occur as a result of effective intervention by police officers in a typical family disturbance call. When the officers enter, the dispute probably has been going on for some time and has resulted in a high level of emotional tension, and therefore, a high potential for violence. Tension will not always be high enough for violence to occur. In some instances, when the officers enter, the disputants may be in Phase B, in which the emotional tension is still too great for them to reason but not so great that violence is likely to occur. It is important that officers be observant and sensitive enough when they enter to make some estimate of which phase participants are in. Officers should attempt to use tactics and techniques that are appropriate to a particular level of tension as represented by a particular phase.

No police officer is expected to do social work or marriage counseling with the disputants. In all likelihood, the difficulties between them have had a long history, and attempts to solve such long-standing problems with a few minutes of advice-giving, lecturing, preaching or talking like a Dutch

Phases of Tension Level During a "Typical" Family Disturbance Call



Phase A -- PARTICIPANTS POTENTIALLY VIOLENT
Officers enter. Effect of arrival of uniformed police authority has cooling effect. Physical interposition between disputants and a firm, restraining attitude are most appropriate.

Phase B -- TENSION TOO HIGH TO REASON
Disputants are still too upset to think straight or to listen to reason. Separate them (if feasible). Let them talk and vent feeling. Be a good listener. Use calming body language. (Techniques 2-8 may apply.)

Phase C -- TENSION LOW ENOUGH TO REASON
Disputants are now calm enough to reason. Persuade them to deal with their differences in some other way. Describe what the consequences of a continuing disturbance of the peace could be and how neither one can resolve the problem to his own best interests that way. That is, appeal to their self-interests -- but without lecturing. If conflict is over a decision that is in the process of being made -- i.e., child custody, property division -- get them to agree not to try to decide immediately, but to agree on another time and another way of coming to a decision -- like mediation through an agency. This can be part of the appeal to self-interest. Point out that a disturbance of the peace makes everybody a loser. Refer them to an agency to help them find another way to resolve their problem.

Moment D -- ACCEPTABLE LEVEL OF TENSION
Officers judge that disputants are under enough self control to leave.

uncle are not likely to be effective. In fact, it is important for officers not to expect too much of themselves when they intervene in family disputes.

If they feel they can (or should be able to) judge or solve a quarrel that may have been going on for years, they are asking to be disappointed. This disappointment might lead to behavior on the officers' part that could make the immediate situation worse. If officers feel a sense of failure, frustration or guilt because they seem unable to resolve a family quarrel, they can become angry themselves. In turn, their anger can lead them to preach at the disputants or criticize them. This can hurt the pride and self-esteem of quarreling participants, provoking their anger and causing them to turn against the officers. And this means trouble.

The very best procedure an officer can follow is to try to cool off the immediate, potentially dangerous situation and, perhaps, make some suggestion about where the disputants might go for help for their long-term problems.

The following are suggested techniques you might consider when you are trying to restore the peace by cooling off the immediate conflict. Needless to say, the most important thing each individual officer must do is to size up each situation in which he intervenes in order to judge what is appropriate.

1. Knock before entering, if the situation permits.
2. Talk in a slow, measured, calm and quiet manner.
3. Use "calming body language" -- move in a non-provocative manner. Move slowly. Do not stand over a seated person. Hang loose. If appropriate,

sit down with the participants and relax. Your own lack of tension will be communicated to everyone and will tend to lower the general level of tension.

4. Separate the quarreling parties into different rooms (or persuade one of them to leave the premises) if it seems appropriate to do so. Although an officer alone is more vulnerable to physical attack, quarreling individuals often cool off faster when they cannot see one another or provoke one another. If separated, each person should be encouraged to talk even though the back-up officer may do nothing but listen sympathetically. If one of the participants is willing to leave the premises but cannot transport himself, it is permissible for an officer to drive him to his destination (within a reasonable distance).
5. Be conscious of your own emotional sensitivities and prejudices. If you are conscious enough, you can avoid preaching or reacting emotionally, which usually serves only to elevate the level of tension.
6. Calm the quarreling party by listening to his argument. You don't have to agree, judge, or take sides just because you listen. But you can indicate that you are listening and that you do understand what is being said and recognize that the person is upset. Listening will usually be calming.
7. Tune in on the situation by watching and listening before you do much talking. Try to establish the underlying intentions of each person. If you know their intentions and how they might be trying to involve you in their quarrel, you can avoid being sucked into their family argument. If you find yourself taking sides, lecturing, trying to make a "final" settlement of an old pattern of disputes, being moralistic or threatening to use the law to punish one of the parties, you have been had. You are no longer being realistic enough to act most effectively. It's time to step back and take another look at what's going on and what your goals are.
8. Be reassuring and realistic, using humor where possible. Touching someone gently can be calming and reassuring.
9. Determine when the participants are calm enough for you to consider leaving, and if you feel it is appropriate, suggest that they might seek further help for their troubles by calling the person and agency you are indicating on the referral card. A little additional time spent at this point in realistic discussion of the problem might be very helpful to the family and might avoid the necessity of making further calls that are very time-consuming.

10. Do not force yourself to do any of the above if it seems very unnatural for you and makes you feel uncomfortable. However, try to experiment with some of these newer tactics so that you can extend your own repertory of responses. Remember, the more flexible you can be and the more alternative ways of handling a situation you have at your disposal, the more of an advantage you have.
11. Fill out the special card designed to record data on family disturbance calls. The card is designed to be as simple as possible, but preserves information that will be helpful to you and your fellow officers in the future. The purpose of the Family Disturbance Report cards is to build a file by which the department can identify those families presenting problems for the community repeatedly and providing the basis for most of the family 415 calls. If those families can be identified, the police department can ask a representative of a local social service agency to make a call on the family in order to get them to seek help. In addition, when you are sent on a call this file may let you know what you are likely to find when you arrive, and give you information that will help you resolve that situation most easily, based on past experience with that family.

As the attached article from Time magazine indicates, the more conscious you become of the nature of family disturbances, the more aware you are of the kinds of impact you may have on entering such situations and the more you can adapt your behavior to suit the realities of particular interventions, the more effective you will be in resolving family disturbance calls for the benefit of the citizen and for your own safety.



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National Institute of Justice
United States Department of Justice
Washington, D. C. 20531

The following page (60) contains material protected by the Copyright Act of 1976 (17 U.S.C.): "The Compassionate Cop" Time, March 23, 1970, p. 58

FAMILY DISTURBANCE REPORT *

Please Print
Use Pen

1) Via CB TS PU 2) Time AM PM 3) Date _____ 196__ S M T W Th F S (Circle One)

4) Address _____ Apt. _____ 5) Tel. No. _____ 6) Pct. _____

7) Complainant's Statement (Actual words, if possible):

8) Who is Complainant? Disputant No. _____: Child Neighbor Other In/out of Household

9) Disputant No. 1 - Name _____ 10) Address _____

11) Sex 12) Ethnic Id. 13) Age 14) Birthplace 15) Occupation

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16) Disputant No. 2 - Name _____ 17) Address _____

18) Sex 19) Ethnic Id. 20) Age 21) Birthplace 22) Occupation

--	--	--	--	--

23) Disputants' relationship: Married Com-Low Par/child Sibs Other _____

24) Others involved _____ 25) Present, not involved _____ 26) Others in home, not involved _____

27) Children: Present 28) No. In home 29) Approx. age range _____ to _____
Yes No

30) Whose are the children? _____

Pct. Serial No. _____ Ptl. _____ Command _____
(Supplied by C. U.) Time resumed patrol a.m. p.m. _____

* This card, originally prepared for the New York City Police Department program, is being adapted for use in Redondo Beach.

OFFICER'S EVALUATION

31) What happened IMMEDIATELY before your arrival?

32) What do you think led up to the immediate crisis? (Changes in family patterns?) (Environmental changes, etc?)

33) Impressions of Family: a) How long has this family been together? _____
b) Who is dominant? _____ c) What is the appearance of the house? _____
d) Appearance of the individuals? _____ e) Other Impressions: _____

34) What happened after your arrival? (How did each disputant respond?)

35) How was dispute resolved? Mediation [] Referral [] Aided [] Arrest []
(Full details)

Summarize the crisis situation and its resolution:

Participant Post-program Evaluation #1

From: Participant officer, Acorn project
 To: Chief Louis J. Sunyich
 Re: Acorn report draft

You have asked for my reactions to the material compiled on the Acorn project. I'm not quite sure just what you were requesting of me but I have tried here to give you my true feelings toward the program after making an attempt to be objective toward the report.

After reading the draft of the Acorn final report and the Procedures Manual I have experienced many mixed reactions. I have tried here to go through the report and give you my reactions to each part in order.

The introduction - Part I - was informative even to me, as I was not aware of some of the information concerning statistics on New York's program and ours.

Part II was where I first experienced mixed emotions. I can still but only wonder which of the three classifications of the participants I fit into. It is in this part also that I realized one of my observations during the project was correct. That observation being that throughout the course the participants were being "observed." The second half of Part II makes me regret to some extent that some feelings were expressed so freely in what we were told was a confidence.

Part III of the report is the most difficult portion of the report about which to express my feelings. I don't believe that I am expressing my reactions out of defense for the "cops" but, rather, as an attempt to explain some points that were not brought out in the report.

The report states that the participants enjoyed the playlets and the video tape. Also we enjoyed the lectures which were informative and educational in nature. My reaction to this is

Participant Post-program Evaluation #1

that these are the areas that the participants were most interested in and what they wanted from the project. I feel we responded to these portions of the project because we all want to be the best officers possible and we realize that change is needed. These portions of the course are what I felt were the best suited to our needs to improve and advance in our field and we responded to them because they were. I believe that as a police officer I am qualified to determine what is needed to help me in my job.

The report says the participants balked at the areas which we felt were turning us into social workers and that we distrusted the representatives of the social service agencies. I feel this is correct when it mentioned that we tended to become upset when someone spoke of aspects of our job which they obviously knew little or nothing about. There was indeed cynicism on the part of both officers and representatives of the social service agencies. I fully agree that there is a need for teamwork between the social service agencies and law enforcement (we still don't have a referral list on a card to give to citizens).

Part IV is an evaluation of the program. The first evaluation the report attempted was the effectiveness of the program. The report expresses here a feeling that I believe was with the participants throughout the project. That being that there is virtually no way possible for our department to utilize this program in the field as did the New York program. During the program there were only eight participants from the patrol division. One of these eight is no longer with the department. I cannot off hand recall one 415 family call on which I have been sent since the program where I had another officer from Acorn with me.

The effectiveness of the project is as the report says difficult to determine. As for the effectiveness of the program to me personally I feel I have gained considerably. I do utilize concepts talked about in the program and I find many of them effective and I continue to use them. I do not consider the project a waste of time. To the contrary, I am glad I participated in the project.

The comment I have regarding the hostility which the instructors felt was present on the part of the participants (and I still don't know if I was classified in that group or not) is that it boils down to the fact that policemen do tend to be continually

second-guessed and have judgment passed upon them. I feel we do take it in a dim light when a civilian attempts to present ideas to us on how we could do our job more effectively when he has, as the report says, "never been there himself." This possibly caused the reaction which the instructors classified as hostile. I personally feel that the mood of the group at this point was possibly one more of a feeling of futility rather than hostility.

As for the group being defensive, I feel that we were afraid of being judged by the instructors and we probably were somewhat defensive.

As a closing statement my opinion of the project is that there is plenty of room for improvement on the training schedule. I didn't realize at the time of the project that it was to be more of an experiment than a training class. At the risk of sounding hostile and defensive I feel that the final report boils down to be no more than an evaluation of the participants and an analysis of policemen.

I hope that I have given you here what it was that you requested of me and if there is any clarification needed my opinions are always open to you, and I am curious as to your reactions to the report.

Participant Post-program Evaluation #2

From: Participant officer, Acorn project

To: Chief Louis J. Sunyich

Re: Acorn report draft

As per your memo of April 24, 1970 requesting my reactions and comments, I herewith submit the following:

I believe the report by the HIRI is honest and as accurate as can be expected in a program of this type. However, I also believe that the program was not given a fair chance; my reasons are as follows:

1. The program never went beyond the classroom stage. A program of this type requires a great amount of practical training in the field.
2. The instructors did not experience the "everyday on the job field situations," thereby depriving them of the feeling of "unity" with the officers.
3. The limitations of the city had a great deal to do with taking away the opportunity to practice the new techniques taught.
4. The suggestions and ideas presented in all of the material, points out one fact -- there will be a fantastic job of organization and implementation ahead. The overlapping of services and the many facets of the program will tend to present barriers to the participating agencies.

RECOMMENDATIONS

I feel that in order to make this program successful and give the HIRI the necessary data they require, the following should be considered:

1. Contact outside police agencies and implement an experimental program wherein the officers will be handling family situations in other cities.
2. Publicize the program so the citizens are aware that officers from other cities will call on them.
3. Keep records and conduct follow-ups on all interventions for a period of one year.
4. Officers assigned to the program will only handle family situations for this period. In conclusion, I feel the aforementioned recommendations would conclusively determine whether or not policemen are fulfilling their new role in society. The citizens of the various cities would be presented with an overall picture of the efforts of law enforcement to meet the demand for "better understanding of their troubles by policemen."

In conjunction with the report and some of its ideas there seems to be a definite need to select men for their "emotional stability" rather than their interest in the position. I therefore recommend that the following be considered:

OFFICERS: The officer selected for this program should meet certain qualifications. He should be trained by experienced instructors. I have listed some of the categories I feel the officer will be required to fulfill:

A. Training

1. Basic course in psychology
2. Body movements
3. Orientation in the basic functions of the social agencies
4. Sensitivity (teach the officer to show compassion and to allow him to feel at ease when he displays his feelings)

B. Additional Training

1. Advanced studies in behavioral sciences
2. Temporary assignment to social agency (to work with the worker and help handle cases)
3. "Sit-in's" at the various mental, narcotic rehabilitation centers while "group therapy" sessions are in progress
4. Follow-up sessions with HIRI

C. Qualifications: Selection of officers

1. Over twenty-five (25) years
2. Emotional stability (ability to control temper)
3. Minimum of three (3) years service
4. Married, with children
5. Display a desire to help troubled families

CONCLUSION

The position of family intervention officer should be of a permanent nature; haphazard selection of officers who, out of curiosity, volunteer, will doom the program to failure. The officer who does not have the taste for handling family fights should not be considered.

I feel that every officer in the department should be introduced to a sensitivity training program. The extraordinary thing about the majority of police officers, is their lack of emotion. They display an image of unconcern that sometimes will even annoy their fellow officers.

Finally, I would recommend that this sensitivity training be initiated at the recruit's inception into police work. He is more receptive to new ideas and training at this time and will probably reach the level or plateau of sensitivity by the time he has finished his training. This would afford a larger field of selection of officers for the position of Intervention Officer.

Participant Post-program Evaluation #3

From: Participant officer, Acorn project
 To: Chief Louis J. Sunyich
 Re: Acorn report draft

I regret to have to put into writing my reactions to the Acorn project. Primarily because after having read the Acorn review, I find myself lacking the finesse and tact in written expression to offer constructive criticism without sounding blunt and obnoxious.

No one could have sat through Acorn project and not have learned something beneficial; likewise, no one could have sat through Acorn project and not have become intensely bored.

This project was taught by instructors who know as much about police problems as I know about group therapy. These instructors have taken, with their limited police knowledge, a portion of our police department and classified them or us as cynical, hostile, skeptical, etc.

Police work is definitely changing in scope and understanding, and I was well aware of this fact prior to Acorn project. This process of referral for 415 family situations is probably a start in the right direction, but work North Redondo Beach with a Mexican populace and learn for yourself that you might as well talk to the wall. It would be virtually impossible to expect people who won't help themselves to respond to our benevolent attempts to resolve their problems short of becoming social workers.

Participant Post-program Evaluation #4

From: Participant officer, Acorn project
 To: Chief Louis J. Sunyich
 Re: Acorn report draft

The Acorn project final report is accurate, to the point and inclusive of some sound recommendations. With the objective of the program directed at enhancing the abilities of our police officers in handling family disturbances, yet functioning as a pilot program aimed at obtaining better training techniques adaptable to our department, I feel that it was a completely successful program.

As mentioned in the report, the program pointed out a variety of techniques for handling family disturbances and allowed each student the opportunity of observing himself as well as others in the application of the techniques. The program encouraged open discussion and constructive criticism of the methods demonstrated in handling the family disturbances while giving the officers a knowledge of each other.

The recommendations set forth in the project report are excellent. The primary suggestion of concentration on simulations and the use of the video tape is unquestionably the most significant and valuable training technique that can be employed. However, I feel that in a program of this nature, it is of equal importance that the consultants involve themselves more with the in-the-field conditions of the student officers. The suggested ride-along program for the consultants is a very worthy recommendation and the prospect of having the consultants work with each student officer in the field would certainly aid in the acceptance and their knowledge of field conditions.

In response to your procedures manual draft for handling family disputes, what can I say, you're the chief. The draft procedure and the entire packet are good.

Participant Post-program Evaluation #5

From: Participant officer, Acorn project
 To: Chief Louis J. Sunyich
 Re: Acorn report draft

Project Acorn is an experimental program designed for helping in the law enforcement field, not only for a more expedient and proficient handling of the 415 family type call but for a greater understanding of some of the reasons behind the 415 family call.

Having been involved in the project, I feel it was successful in some respects and not too successful in others. This type of project, to be taught and put to use in a city the size of Redondo Beach, would have to have the police officers available to put in full time participation using all the training acquired. The police personnel here do not have the facilities or the amount of time necessary to operate this program to its fullest extent.

The directors of the program were outstanding and very patient at each and every session. All personnel were more than qualified to run the project and more than able and happy to answer any and all questions put forth to them by the officers involved. Several phases of the project I would like to discuss in particular, some pro, some con.

The project, although emphasizing the importance of keeping the situation of the family disturbance under the control of the responding officer, also emphasized relaxing to reduce tension. Although I feel this is the ideal way to handle the call, emphasis should be made on remembering the situation is an explosive one and the officer should never relax to the point of being off guard.

The point made concerning the body movements of the officer was overstressed. Body movements in my opinion that tend to show an aggressive or belligerent concern on the part of the police

Participant Post-program Evaluation #5

officer are formulated in the mind of the officer. If this situation is true then the movements (physical) on the officer's part cannot be controlled by foot or hand positions alone.

The directors attempted to find a solution to the problem of having both officers responding to the call being involved in talking to the participants or whether one officer should do the talking and the other remain silent. The solution is not to be found in the discussion but in the actual application of the job.

Although as earlier stated in this report I felt all the persons involved in the project did an outstanding job, I was able to grasp and participate more fully towards the end of the project. In the final classes Director H. Ross and Project Director Dr. Glaser were the ones involved with the officers. Being able to spend more time doing this by themselves, they were constantly aware of the feelings of the people present and were able to recall particular situations and could give more specific answers.

Any project covering situations such as the family fight is one in which any training or methods taught can be valuable. Limiting it to just the officers in the Acorn project would be a mistake for the police department of Redondo Beach. All personnel could not be personally involved in the project but the opportunity to share the information in Acorn should not be missed. If possible, the information given to the officers for this report should be made available to the rest of the department. And, if possible, the lesson to be learned from this information should be passed down through the chain of command. It seems unless people are directly involved in something it tends to be limited in its value. The family disturbance call is becoming more and more common in the life of the patrol officer and, along with burglary and armed robbery, he should be prepared to handle it. If it calls for a filing system on the families that are continually involved to help in handling calls, it should be done.

Another aspect to be considered for use by the project would be a comparison with other cities having the same training, and possibly using the information gained by them. Although many of their plans and formulae would not apply to Redondo Beach, information could be gained that could be put to use in our city.

I do not know if this is the type of opinion report that your office desired, but I have tried to include all the portions of the project that I consider important and would like to see used or passed along.

END