Capra

Welcome to Richmond Detachments JSE Session #4.
Presentation Overview

- Quick Summary of CAPRA at the Individual Level
- RCMP Expectations of CAPRA Application
  Taking the Theory and Applying the Problem Solving Model in both Word and Deed as a Police Leader.
- Both Operational and Administrative
Your Team Today

- Supt Ward Clapham OIC Richmond Detachment
- Cpl Betty Gilholme Community Policing Richmond Detachment
- Cst Galib Bhayani GD Richmond Detachment YVR
Capra

- Is a problem solving methodology designed to ROOT problem solve.
- Developed originally in California by Herman Goldstein.
- Based on U.S. SARA model: Scan, Analysis, Response, Assessment.
Canadian Version

- Adopted by RCMP
- Expanded to differentiate between clients and partners.
- Currently taught to all RCMP Officers at Depot.
- Used as a tool for problem solving.
A Philosophy, not a model

- Problem Solving using the CAPRA Model is NOT a Program
- Problem Solving is a way of doing Police work which involves the Community and the Police
- CAPRA is our Model
CAPRA – the acronym

- C – Clients
- A – Analysis
- P – Partners / Partnerships
- R – Response
- A – Assess/ Assessment.
Application

- Can be applied to any situation.
- Can be applied rapidly – 1 / 2 minutes.
- Is common sense.
- Can be expanded upon as complexity of problem is determined.
- Will look like an Operation’s plan – can be used as an OP’s plan.
Breaking down CAPRA -

- The components:
- C – Clients
- A - Analysis
- P – Partnerships
- R – Response
- A – Assessment.
CLIENTS

- Clients = anyone affected by the problem.
- Usually broken down into two categories: direct or indirect (or internal & external)
- Direct clients = persons directly affected by the problem or person’s having a stake in the outcome.
CLIENTS con’t.

- Indirect = persons who are not directly effected or involved but hear about the problem. (ie. Person watching a news cast – has knowledge but no involvement) Or consider:
- Internal = members, detachment staff.
- External = victim, suspect, all involved parties.
Clients:

- Important = try to identify all clients early on – this will help with an accurate analysis.

- Remember = we (the police and Detachment staff) are also clients. (ie. Dispatcher who takes calls from chronic complainant – it is his/her problem too).
ANALYSIS

- Analysis = examination of problem.
- Key = try to determine ROOT of problem.
- done quickly or over longer period.
- Key for dispatch = histories: PIRS, CPIC, PRIME, driving records, known history/habits.
Analysis Tools:

- Statistical analysis
- Crime mapping
- Surveys
- Canvas public
- Anecdotal - Stories/word of mouth.
PARTNERS/ PARTNERSHIPS

- Usually not a client (but can be).
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- Will bring variety of resources to table: monetary, personnel, expertise, public support/ endorsement, political backing.
- Partnerships = anyone or any agency that can help solve the problem.
Partners:

- Criteria:
  - Ask why person/agency would make a good partner?
  - Ask what’s in it for us? And what’s in it for them?
  - Do not partner with any person or agency that can bring police or judicial system into disrepute.
- Transparency.
RESPONSE

- Response = actions taken to resolve problem at ROOT.
- Can be simple or complex.
- Can be effected quickly or over long term.
- Complex often written up in pillars (referred to as multipillared approach).
Response

- Criteria: Meal Deal.
- Meal = M - Moral
- E - Ethical
- A - Affordable
- L - Legal
- Conform to Mission, Vision and Values of RCMP.
Response Pillars

- Complex response generally have these basic pillars and as many more pillars as are required:
  - Enforcement
  - Education
  - Prevention
  - Communication
Enforcement:

- Enforcement = any action taken to resolve or reduce problem through application of the law.
- Action may be broken down into sub-categories: deployment of resources, approach (ie. Warnings for a week, followed by tickets), enforcement by agency (ie. Police and Bylaws).
Education:

- Education = any action taken to change or teach in order to change a behavior.
- Example: Drug Awareness education.
Prevention:

- Prevention = any action taken to change the environment to prevent crime and/or educate the public.
- Major tools in Prevention:
  - CPTED - Crime Prevention through Environmental Design.
  - Crime Prevention outreach programs to target harden property ie. Home Security Checks.
Communication:

- Communication = any action taken to communicate with the public, clients (stakeholders) or partners.
- Major tools in Communication:
  - Media
- Note: Communication should be planned ahead to ensure that the right information is released.
Assessment

Use traditional systems to ensure assessment is done:

- Follow up - Diary Dates (ongoing review)
- Review - Follow up investigation
- Assess – Audit or evaluate
- Debriefings
- Ongoing with various options or outcomes (Assume that the action will not be perfect or work at all. This is okay).
Assessment

- Use similar tools to assess as used in analysis phase.
- Statistical analysis
- Crime mapping
- Surveys
- Canvas public
- Anecdotal - Stories/word of mouth.
Assessment

- Assess routinely as response is rolled out. Has the root problem been:
  - Eliminated (the best)
  - Displaced (okay – but not great)
  - Unchanged (okay)
  - Reduced (good)
  - Enhanced or increased. (not good)
- Note: if the latter four, revisit your Response and adjust it – do this as often as necessary.
A Few Examples

- Operational – Mitchell Island
- Operational – YVR Integration
- Administrative – Morning work out sessions.
- Community – COPS cards
- Community – Green Clean Team
Revolving circle:

- The CAPRA process is not static.
- Analysis and assessment should be ongoing to determine whether the Response is working.
- Respond, Adjust, Triumph!
Last Thoughts:

- Remember that CAPRA has a relational dynamic – it is people working with people - it is interdependent. Capra requires commitment and should not be exercised without commitment. It may require a bit more effort up front, but because it root problem solves, it yields huge dividends!!!