1.1. CHAPTER TWO: SITUATIONAL CRIME PREVENTION AND CPTED

Discussion Question #1

Student Instructions: Review the crime causation theories upon which situational crime prevention theories and approaches are based. Do they provide a plausible foundation for situational crime prevention theories and strategies? What are the strengths and weakness of these crime causation theories as a foundation for the theory and practice of situational crime prevention?

Discussion Question #2

Student Instructions*:* Situational crime prevention is not without controversy. Research and discuss some of the more controversial claims in recent years, such as (1) gun control laws (consider whether they prevent gun-related violence, infringe upon the individual's right to bear arms in America, and whether such infringement should be considered for the sake of collective safety and security), and (2) the use of CCTV cameras, especially on public streets.

Discussion Question #3

Note to instructors: *One of the principles that form the foundation of situational crime prevention, and CPTED especially, is that certain designs can influence people's behavior in that space. As discussed in this chapter, Defensible Space Theory contends that the physical environment can be designed to spur residents to assume a proprietary interest over their neighborhood. This is one of the more controversial suppositions in the field of crime prevention and, as such, is a topic that is highly amenable to a classroom discussion and debate. Instructors may want to break the classroom into two opposing groups to debate this question.*

Student Instructions: Think about and answer the following questions: Do you believe the design of the physical environment can actually affect people's behavior in those spaces? Do you believe that certain architectural and urban designs can motivate people to assume more interest in the safety of their neighborhood?

Field Research Exercise #1

Student Instructions*:* Using the safety audit checklist provided, walk around the neighborhood in which you live (or another neighborhood for that matter) and describe the physical and built characteristics you believe increases the opportunity for a crime to occur. Describe what specific types of crime may occur for each vulnerability you have found. In addition (or alternatively) identify examples of situational crime prevention and CPTED.

Note to instructor: *Different safety audit checklists are included in the Chapter Two folder on the web site.*

Field Research Exercise #2

Note to instructor: In this exercise, students are asked to walk around their neighborhood with a camera and take pictures of examples of design principles that adhere to and do not adhere to CPTED principles. Have the digital pictures transferred to a CD, hard drive, or portable drive so they can be loaded onto a computer and projected to a screen at the front of the classroom to facilitate student presentations to the class. Students should be tasked with completing this exercise in groups and should be dissuaded from going into high-crime areas (both of these measures are for safety reasons).

In-Class Problem-Solving Exercise #1 (Handout)

Note to instructors: Print out the matrix below and administer this exercise to students to test their knowledge of SCP and CPTED principles. Students should answer true of false to the questions on the application of SCP and CPTED to different structures and environments. The correct answers are provided (make sure to delete the "X" for each question before printing out and distributing the table to students). Alternatively, the instructor can simply read out each question to the class.

In-Class Problem-Solving Exercise
Chapter Two: Situational Crime Prevention and CPTED

Student Instructions: Answer true of false to the following questions regarding the application of SCP and CPTED principles to different structures and environments.

Single Family Houses

CPTED Design Feature	True	False
Bright security lights should be discouraged because it allows burglars to see what they are doing		X
Sliding windows and doors are the most secure type of door/window		X
Big bushy trees and shrubs should be avoided because they provide concealment areas for offenders	X	
Deadbolt locks on doors are generally more secure to locks embedded in door handles	X	
The front entrance of a home should be overlooked by windows on the top floor	X	
Glass windows running immediately alongside a door increases security		X
The windows of a home should provide a clear view of both private and public areas	X	
Driveway uses differing surface from sidewalk	X	

	True	False
Note left on the door for neighbors saying key is under the mat		X
The public walkway and the private driveway are the same paving stone, so the offender can't tell the difference between private and public space		X
The thickness of the door frame is not important as long as you have a strong dead-bolt lock		X

Multi-residential Complexes

	True	False
Use M. Smith, not Mary Smith on intercom board and mailbox	X	
Avoid high rise buildings	X	
Holding open the front door of apartment buildings should be encouraged as it encourages neighborliness and social cohesion		X
The optimal design for multi-residential complexes is a serious of townhomes, designed in a horseshoe shape, with common space in the middle	X	
Tenant parking should be separated from visitor parking through a locking, secure chain link fence	X	
Wide promenade-style sidewalks should be avoided around apartment buildings because they encourage would-be offenders		X
Design using sharp corners and entrapment areas to trap offenders		X
Avoid bright lights around entrance doors because it facilitates the ability of burglars to break in		X
There should be plenty of entrances and exists in the complex		X

Neighborhoods

	True	False
Maximize the number of entry and exit points on a street		X
Cul-de-sacs are often the most secure design for a street	X	
Ensure streets, pathways, alleys, and parks are well lit	X	
Alleys running behind houses should be avoided	X	
Bars located right in the middle or residential areas provide added security because there are eyes on the street late at night		X
Community centers should be located far from schools, so as to avoid a concentration of young people in one particular place		X
High schools and seniors' residences generally make good neighbors		X
Corner stores located to rapid transit generally have a high rate of crime	X	

Parking lots

	True	False
Underground parking lots should have ample direction signs for cars and pedestrians	X	

Avoid enclosed, underground, multi-story parking lots	X	
Install bright lights over driving lanes and parking spaces	X	
The walls of parking lots should be painted white	X	
Use access and exit control, such as automatic gates	X	
Avoid the use of pillars that may hide offenders	X	

Retail businesses

	True	False
Place lots of advertisements on windows so offenders can't see in		X
Install a raised kiosk for cashier to see		
If the cashier kiosk faces north, the store aisles should run east-west		X
Ensure windows are not obstructed by posters, so offenders can be spotted by those outside	X	
Security cameras should be installed in all changing rooms		X

In-Class Problem-Solving Exercise #2

Note to instructors: Divide the classroom into groups and assign each group a local crime or disorder problem. Tell each group that they must try to best address this problem using only the situational crime prevention measures specific in Table 2.1: 25 Situational (Opportunity Reduction) Crime Prevention Techniques. Some examples of crime problems that can be used are listed below:

- *Street walkers (prostitutes) in a residential neighborhood*
- *Armed robberies at a 34-hour gas station*
- *Shoplifting from a 24-hour convenience store*
- *Theft of books from a public library*
- *Fights and other violence outside a cluster of downtown bars*
- *Drug dealing from cars in residential neighborhoods*
- *Daytime burglaries in a high-rise residential apartment building*
- *Theft from automobiles in an underground parking garage*
- *Theft of change boxes from Salvation Army personnel during the Christmas season*
- *Thefts from hotel rooms*
- *Theft of pharmaceutical drugs from a hospital*

1.2. CHAPTERS THREE AND FOUR: CRIME PREVENTION THROUGH SOCIAL DEVELOPMENT / CPSD FOR ADOLESCENTS AND YOUNG ADULTS

In Class Concept-based Group Discussion

Note to instructors: From the Martin Scorsese film Goodfellas, *show students a clip depicting Henry Hill as a youth in Brooklyn (near the beginning of the film). Ask students to note all the factors that put a young Henry Hill at risk of future criminal offending. Students should also be asked to apply criminological (etiological) theories that can help explain why Henry became a chronic offender later in life. The clip should begin at the point of the movie where there is a close up of a young Henry Hill, with a voice over of an older Henry Hill saying "To me being a gangster was better than being President of the United States...." The clip should end with a scene where a man is shot and then helped by a young Henry Hill (the entire clip is approximately eight minutes long). Parental Advisory: Explicit language!*

Discussion Question

Within the context of juvenile offenders, compare and contrast punitive and deterrence-based measures, such as correctional boot camps, on the one hand, with more problem-solving (treatment) alternatives, such as cognitive behavioral therapy.

Which of these two broad approaches do you believe is best situated in address criminogenic risk factors described in chapters three and four?

Which of these two broad approaches enjoy greater success in reducing recidivism?

Based on what you read in Chapter 4, how would you redesign a punitive, deterrence-based strategy, such as correctional boot camp, so it was more effective in addressing criminogenic risk factors and minimizing recidivism?

Field Research Exercise

Note to instructors: Working in groups, have your students identify neighborhoods in the city in which they live, work and/or go to school with high criminogenic risk factors. As them what risk factors put children and youth living in these neighborhoods at risk of future delinquency and criminal offending? Based on this research, ask them to come up with social problem solving strategies that can provide these children with "protective factors."

In-Class Problem-Solving Exercise (Handout)

Note to instructors: The purpose of this exercise is to foster students' problem-solving skills specifically related to identifying the most appropriate proactive, preventative response to a particular problem. Students are presented with specific crime problems or other social problems and then asked to select, from a list, which strategies they believe are most appropriate for the crime and disorder problems (see the table below). This problem-solving exercise references both Chapters Two and Three (i.e., situational and social developmental approaches). First, students should determine whether they believe the appropriate approach to the problem should be situational, social development or both ("Broad Approach"). Then they should determine the most appropriate situational or social developmental strategy ("Overall Strategy"). Then they should select a "specific intervention." For the third category, students can select two or three interventions. Students should be provided with two tables. The first (immediately below) describes the problem, and then leaves spaces in the "Broad Approach," Overall Strategy," and "Specific Intervention" cells for students to provide answers. Note: A sample of solutions (highlighted in yellow) is provided in the table below. Instructors should remove these highlighted answers from the columns before the form is printed out and distributed to students. A table that lists dominant crime prevention approaches, strategies, and specific interventions that can be used as a reference guide for students when completing this exercise follows the first table. This table should also be handed out to students to help them identify appropriate answers to each problem.

Student Instructions: Determine which crime prevention approaches, strategies, and specific programs are most appropriate for the crime and disorder problems listed in the table below. This problem-solving exercise references Chapters Two and Three (i.e., situational and social developmental approaches). First, determine whether the "broad approach" should encompass a

SCP approach, a CPSD approach or both. Then determine the most appropriate social developmental or situational strategy ("overall strategy"). Then select a "specific intervention" (most of which are programs or strategies described in the textbook). For the third category, you can select two or three specific measures. Options that you can select for each problem is provided in the table that is titled"Examples of Broad Approaches, Overall Strategies, and Specific Intervention"

Problem Description	1) Broad Approach	2) Overall Strategy	3) Specific Intervention
A teacher is concerned that a six year-old student often comes to school unfed and unbathed. She also learns that the mother is a single parent who herself is only 17 years old.	Social development	Home-based	Home visitation programs / parent training
A group of five teenagers in a small rural town have been responsible for a number of local property crimes. While all have completed school, all are below 19 and have no employment.	Social development	Employment-based	Training programs for at-risk youth Community-development based employment for at risk youth
An apartment building has had five burglaries in the past two months. No suspects have been identified. All burglaries involved forcible entries through side doors or windows.	Situational	Increase the effort	Target Hardening Access Control Deflecting Offenders Controlling facilitators
A school principal discovers a number of students who are chronic glue-sniffers.	Social developmental	Home-based School-based	Home visitation programs / parent training Family counseling Peer counseling and support groups Drug and alcohol abuse programs
A local group of concerned parents in a poor, inner-city neighborhood would like to prepare their pre-schoolers for elementary school.	Social development	Home- based School- based	Home visitation programs / parent training Headstart program

Pre-school programs

A college football stadium has had numerous problems with fans throwing bottles onto the field. The stadium refreshment stands do not serve anything in bottles.	Situational	Increase the risks	Entry/Exit Screening Formal Surveillance Surveillance by Employees
Correctional services and community groups attempt to integrate ex-offenders back into the community	Social developmental	School-based / Employment-based	Post-release transitional employment assistance for offenders. Training and employment for convicted young offenders to work with young children
Two parents of three children are close to divorcing	Social development	Home-based	Family counseling
A school has had a rash of complaints of bullying and school violence among its students in recent months.	Social development	School-based	Violence prevention, conflict resolution, self-control Peer counseling and support groups
There has been a recent rash of burglaries in a neighborhood. A local pawn shop believes that some items being sold to him are stolen. He asks police to advise local residents to help him identify stolen property.	Situational	Reduce the rewards of crime	Identifying Property

Examples of Broad Approaches, Overall Strategies, and Specific Interventions

1) Broad Approach	2) Overall Strategy	3) Specific Intervention
Social Developmental	Home-Based	- Home visitation programs / parent training - Family counselling - Headstart program
	School-based	Free/subsidized meals

		- Pre-school programs - Peer counselling and support groups - Violence prevention, conflict resolution, self-control programs - Drug and alcohol abuse programs
	Employment-based	- Summer job or subsidized work programs for at-risk youth - Training programs for at-risk youth - Prison-based vocational training and education programs for convicted offenders - Training and employment for convicted young offenders to work with young children - Community-development based employment for at risk youth - Post-release transitional employment assistance for offenders. - Pre-trial diversions for adult offenders which make employment training a condition of case dismissal. - Intensive, residential training programs for at-risk youth (Job Corps).
	Community-based	"Enterprise Zones" that provide no- or low-interest loans for budding entrepreneurs - Mural painting project - Organized youth activities - Local job creation programs
Situational	Increase the effort	- Target Hardening - Access Control - Deflecting Offenders - Controlling facilitators
	Increase the risks	- Entry/Exit Screening - Formal Surveillance - Surveillance by Employees - Natural Surveillance
	Reduce the rewards of crime	- Identifying Property - Target Removal - Reducing Temptation - Denying Benefits