

POLICE ROLE DEVELOPMENT THROUGH
THE APPLICATION OF MODERN
BEHAVIOR THEORY TO THE PROCESS
OF VIDEO-TAPED ROLE PLAYING

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A THESIS

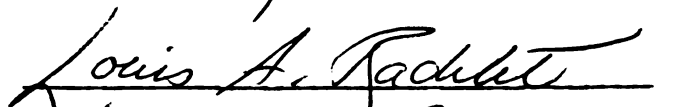
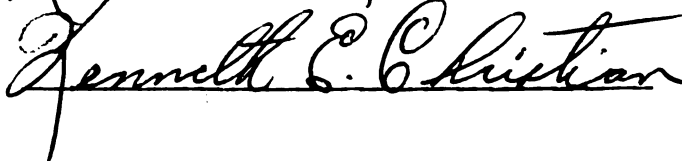
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ABSTRACT

POLICE ROLE DEVELOPMENT THROUGH THE APPLICATION OF MODERN BEHAVIOR THEORY TO THE PROCESS OF VIDEO-TAPED ROLE PLAYING

By

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The Problem

This thesis explores the extent of the use and reasons for non-use of video-taped role playing as an instructional tool among law enforcement agencies of the United States. It also examines modern Behavior Theory and applies it to the process of role development through video-taped role playing. Role development emerges as a concept intended to resolve the current police education/training dichotomy. Guidance is also furnished for developing a program to empirically test the use of video-taped role playing through application of Behavior Theory to the role development process.

Methodology

A proportional, stratified sample of 200 law enforcement agencies was surveyed by mailed questionnaire to determine the extent

of use and reasons for non-use of video-taped role playing among police agencies throughout the United States.

Major Findings

Video-taped role playing was in use among 41.5 per cent of the 118 agencies that responded to the survey questionnaire. This percentage was considerably higher than projected.

The level of education of the heads of the law enforcement agencies and the heads of their training functions was found to be positively related to the use of video-taped role playing at a level of significance beyond .01.

The use of video-taped role playing also increased as knowledge of the technique increased, but the availability of funds and facilities were more important in determining non-use of the technique than was lack of knowledge regarding it.

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CHAPTER I
THE PROBLEM, CONCEPTS, AND
DEFINITIONS OF TERMS USED

THE PROBLEM

The paucity of information regarding video-taped role playing as a police instructional tool led this researcher to believe that little police use was being made of a teaching strategy that has proven to be effective in several other areas of learning.

Working from this belief, a decision was reached to explore three separate but interrelated problems: 1) to determine whether or not a problem does in fact exist relative to the extent of use of video-taped role playing as a police instructional method; 2) to determine the principles of learning involved in the technique; and 3) use the principles discovered to develop guidelines for conducting a model program that could be used by future researchers desiring to empirically test the effectiveness of the technique.

IMPORTANCE OF THE STUDY

In 1966 the report of the President's Commission on Law Enforcement and Administration of Justice thoroughly castigated the general state of police training throughout the United States when it reported:

Departments throughout the nation maintain a grossly inadequate level of training--fragmented, sporadic, and poorly designed to meet the needs of a modern urban society.¹

. . . many courses are unsophisticated and incomplete. Instruction is often limited to "how to do" and there is little discussion of fundamental principles
. . . . Recruits receive too little background in the nature of the community and the role of the police
. . . . Civilian instructors are seldom employed
New educative techniques are seldom used in police academies.²

In the seven years since that report a large scale effort has been underway to improve police training. The Law Enforcement Assistance Administration has provided a great deal of financial aid to many agencies to upgrade the quantity and quality of their recruit and in-service training.

¹U.S. President's Commission on Law Enforcement and Administration of Justice, Task Force Report: The Police (Washington, D.C.: U.S. Government Printing Office, 1967), pp. 36, 37.

²President's Commission on Law Enforcement and Administration of Justice, The Challenge of Crime in a Free Society (New York: The Hearst Corporation, 1968), p. 285.

This large influx of funds has apparently been beneficial, with many departments now utilizing or experimenting with innovative techniques in an attempt to better prepare the police officer to cope with the complexities of his role in society. In this process of upgrading police training, many techniques have been attempted, such as seminars, participatory experiences, compressed speech, correspondence courses, roll-call training, closed circuit television, coach-pupil methods, audio-visual aids, role-playing situations, situation simulation, and others.³ However, a review of the literature concerning police use of these techniques reveals little attempt to place their use on a sound theoretical footing.

It is apparent that the advances in such sciences as educational psychology, sociology, and social psychology are generally not being systematically applied to the learning environs of the police. Failure to apply the results of behavioral science research to the instructional processes of the police can easily lead to poor or improper teaching methods, dissipated activity on the part of the

³National Advisory Commission on Criminal Justice Standards and Goals, Report on Police (Washington, D.C.: U.S. Government Printing Office, 1973), pp. 409-412; Martin R. Gardner, Sr., "Some Use of Media in Law Enforcement Training Programs of the Future," Law and Order (February, 1971), 28-37; Edwin Rausch, "Games for Training," Law and Order (February, 1970), 40, 94; James H. Auten, "Training Within the Small Department," Law and Order (February, 1970), 42-45.

instructor, and an impartation of knowledge to the learner that is, at best, random and uncertain.

And yet the police training process is enjoined to produce policemen who:

. . . can handle calmly challenges to their self-respect and manhood; are able to tolerate ambiguous situations; have the physical capacity to subdue persons; are able to accept responsibility for the consequences of their own actions; and can understand and apply legal concepts in concrete situations.⁴

To accomplish such a task without the aid of solid grounding in the learning theory applicable to any particular training approach would require a great deal of trial and error or a fortuitous set of circumstances, either of which is not conducive to the rapid upgrading of the quality of the police.

Consequently, this thesis will attempt to consolidate the empirical data and current theory from several related disciplines as they apply to one method of instruction available to the police. The particular method, video-taped role playing, was chosen for the study because it was felt that it could fulfill a compelling need of the police. This need was seen as being a method of learning that would simulate as far as possible as many facets of the environment that an officer could be expected to encounter on the street; but also an

⁴National Advisory Commission on Criminal Justice Standards and Goals, op. cit., p. 410, citing James Q. Wilson, "The Future Policeman" (Paper submitted to Project STAR, November, 1971).

environment which the officer could manipulate safely in order to see the probable consequences of his actions and thereby learn from them.

The National Advisory Commission on Criminal Justice Standards and Goals recognized the need for such a method⁵ and several departments have begun to experiment with video-tape in a variety of role-playing situations.⁶ The initial results have been encouraging and one department made the following comments after testing the technique: "The atmosphere in the class is always electric," and "All students appeared enthusiastic," and "Overall this is the best way possible to show the recruit how to act and how to handle himself in actual action."⁷

If such claims are typical of the results to be expected, then it should be important to understand the nature of this technique as thoroughly as possible and also to determine the present extent of its use and reasons for use or non-use. It is also important that claims such as these not go untested. By providing a prototype program coupled with its theoretical basis, it is hoped that future researchers

⁵Ibid., p. 409.

⁶Ibid., pp. 410, 411; David A. Hansen and John J. Kolbmann, "Can You Use Television in Your Department?," FBI, 39: 3-6, 21, March, 1970; John Fakler, "TV Role-Playing for Training," Law and Order (February, 1970), 32-38.

⁷Ibid., p. 38.

may be motivated to subject the program to empirical analysis, thereby encouraging the proliferation of a valuable technique or dissuading the expansion of an ineffective one, whichever the case may be. It is to these ends that this thesis is directed.

CONCEPTS AND DEFINITIONS OF TERMS USED

The following chapter will propose an underlying theory of video-taped role playing as this researcher views it. In presenting this theory many concepts have necessarily been borrowed from other disciplines and these will form an integral part of the theoretical framework. Nominal definitions have also been borrowed from other behavioral sciences in order to retain consistent symbolic communication. The significant concepts and definitions to be used are advanced in the remaining pages of this chapter.

Self

From the review of several documentary sources pertaining to this concept, four key ideas emerge. First, the "self" is basically how an individual sees himself. Second, one's self-concept emerges as the result of interaction with others, particularly with those who are significant to one. Third, the self-concept is open to change and

development through maturation and learning. Fourth, one's self-concept has the capacity to influence wants, goals, and attitudes as it strives to maintain its consistency.⁸

Phenomenological Self

All those perceptions of the self that are of central importance to the individual.⁹

Role

In 1936 Linton stated that status is a position in a group, whereas the role associated with a particular status is the dynamic aspect of it and refers to the rights, duties, and obligations associated with a particular role.¹⁰

⁸Carl Rogers, Client Centered Therapy (Boston: Houghton Mifflin Company, 1951); T. R. Sarbin, "Role Theory," Handbook of Social Psychology, G. Lindzey, editor (New York: Addison-Wesley, 1954); Robert W. White, The Abnormal Personality (New York: The Ronald Press, 1964), p. 148; David Krech, Richard S. Crutchfield, and Egerton L. Ballachy, Individual In Society (New York: McGraw-Hill Book Company, Inc., 1962), p. 102; Robert V. Osman and W. Sherman Rush, Strategies for the Compleat Teacher (Dubuque, Iowa: Kendall/Hunt Publishing Company, Inc., 1969), p. 29; Gordon W. Allport, Becoming (New Haven: Yale University Press, 1955), pp. 40-54, 168.

⁹Osman and Rush, loc. cit.

¹⁰Ralph Linton, The Study of Man (New York: Appleton-Century, 1936), Chapter 8.

The definition has not changed significantly in the last third of a century. In 1962 Krech, Crutchfield, and Ballachy described a role as an "expectation widely shared by members of the community of what should be the behavior of persons who occupy a particular position in society." In their view a role encompasses the rights of the position, the duties and obligations of the position, and expectations about beliefs, attitudes, and values of those who occupy the position.¹¹

While the study of role theory has begun to focus not only on actual expectations, but upon perceived expectations vis-a-vis role performance,¹² nonetheless, the concept of role remains today essentially unchanged.

Interpersonal Behavior Event

The process of interaction between two or more individuals in which the action of one is a response to a second person.¹³

¹¹Krech, et al., op. cit., pp. 310-312.

¹²Jack J. Preiss and Howard J. Ehrlich, An Examination of Role Theory: The Case of the State Police (Lincoln, Nebraska: University of Nebraska Press, 1966), p. 3.

¹³Krech, et al., op. cit., p. 4.

Audience Group

Those groups or individuals by whom a role player sees his role performance observed and evaluated and to whose expectations and evaluations he attends.¹⁴ It should be noted that this definition does not carry the connotation that the role player necessarily conforms to the expectations of his audience.

Role Conflict

A situation in which role expectations are inconsistent, incompatible, or contradictory.¹⁵

Cognitive Dissonance

Individual discomfort experienced as a result of holding logically inconsistent cognitions about an object or event, thereby motivating the individual to reduce the dissonance through cognitive and attitudinal change.¹⁶

¹⁴Preiss and Ehrlich, op. cit., p. 36.

¹⁵Ibid., p. 94.

¹⁶Krech, et al., op. cit., p. 269.

Reinforcement

The process whereby a response-contingent stimulus has the effect of strengthening the response (increasing the rate or probability of recurrence) which influences the organism to do the same thing again under similar circumstances.¹⁷

Differential Reinforcement

Given a number of available stimuli, all of which produce and are reinforced by the same or similar consequences, the one which does so in the greatest amount, more frequently, and with higher probability, will have the higher probability of occurrence. This process has the effect of strengthening certain behaviors while extinguishing others.¹⁸

Contingencies of Reinforcement

The relations which prevail between behavior on the one hand and the consequences of behavior on the other.¹⁹

¹⁷Ronald L. Akers, Deviant Behavior: A Social Learning Approach (Belmont, California: Wadsworth Publishing Co., Inc., 1973), p. 49.

¹⁸Robert L. Burgess and Ronald L. Akers, "Are Operant Principles Tautological," The Psychological Record, 16: 310, July, 1966.

¹⁹B. F. Skinner, "The Science of Learning and the Art of Teaching," Readings for Educational Psychology, Ellis Baton, editor (New York: Harcourt, Bruce, & World, Inc., 1964), p. 242.

Discriminative Stimuli

Stimuli which become associated with reinforcement . . . They increase the probability that the behavior will recur beyond that provided by the reinforcing stimuli, although discriminative stimuli have no reinforcing value themselves. To the extent that the stimuli in one situation are similar to those of another in which the person has been reinforced for some behavior, he will behave similarly in both situations.²⁰

Operants

Behaviors associated with the central nervous system. Operants are not automatic responses to eliciting stimuli; instead they are capable of developing a functional relationship with stimulus events. They are developed, maintained, and strengthened (or conversely are repressed or fail to develop) depending on the feedback received or produced from the environment. In this sense the stimulus following or contingent on an operant controls it.²¹

²⁰ Akers, op. cit., pp. 54, 55.

²¹ Ibid., p. 48.

Respondent

Behavior that is governed by the preceding stimuli that elicited the behavior. Such behaviors are associated with the autonomic nervous system. While such behavior is reflexive or involuntary, they can still be conditioned in much the same way as Pavlov conditioned his dog to salivate at the sound of a bell. Thus, the preceding stimulus controls a respondent.²²

Role Playing

A teaching or training method involving human interaction wherein members of a group assume roles and enact problem situations.

In police use, role playing usually entails police trainees assuming roles as policemen and/or roles of criminals, suspects, or members of the public who are requesting police services. In the process of interaction, the primary focus is on the behavior of those performing the roles of the police. However, other role behavior is also examined and discussed at the end of the role-playing sessions.

²²Ibid.

Congruent Attitude or
Behavioral Change

A change in the valence of an existing attitude or behavioral system in the direction of its original sign, e.g., an increase in the negativity of an existing negative attitude or behavioral system, or an increase in the positivity of an existing positive attitude or behavioral system.²³

Incongruent Attitude or
Behavioral Change

A change in the valence of an existing attitude or behavioral system in a direction opposite to its original sign, e.g., from negative to positive or a decrease in negativity.²⁴

Change Agent

The helper, the person or group who is attempting to effect change.²⁵

²³Krech, et al., op. cit., p. 269.

²⁴Ibid.

²⁵Warren G. Bennis, et al., The Planning of Change: Readings in the Applied Behavioral Sciences (New York: Holt, Rinehart and Winston, 1962), p. 5.

CHAPTER II

THEORETICAL FRAMEWORK

INTRODUCTION

According to the available literature, the modern concepts of role playing originated in 1923 with a Viennese psychiatrist, J. L. Moreno. Calling the technique "psychodrama," Moreno used it in a psychotherapeutic setting and claimed considerable success.¹

Independently of Moreno, the German Army in 1933 developed procedures similar to current role playing practices. The procedures were used to aid in selecting personnel that were to be trained for their officer corps.²

Similarly, the British Army used a comparable method in its officer selection procedures in 1940.³ And in the United States,

¹J. L. Moreno, Das Stegreif Theater (Potsdam: Kiepenhever, 1923).

²M. Simoneit, Wehr Psychologie (Charlottenberg, Germany: Bernard and Graefe, 1933).

³A. Tegla Davis, Industrial Training (London: Institute of Personnel Management, 1956).

the Office of Strategic Services used role playing for the selection of people for secret war time work.⁴

Since the end of World War II role playing has been used repeatedly in business, industry, education, and psychiatry for supervisory training, leadership development, interpersonal and intrapersonal conflict resolution, group psychotherapy, and other purposes.⁵ However, the earliest discovered reference to police use of role playing was an article appearing in the Police magazine in 1960. In that article role playing was advocated for use as a method for trainees to gain insight into the complexities of human relations and to improve the trainees' problem solving abilities.⁶

The adaptability of role playing to such a large variety of human interaction simulations underscores the necessity for clearer specification of the theoretical foundation on which any variety of role playing is based. Clearly the theoretical basis for the use of role playing in a psychotherapeutic situation is

⁴O. S. S. Assessment Staff, Assessment of Men (New York: Rinehart and Company, 1948).

⁵See annotated bibliography in Roleplaying in Business and Industry, by Raymond J. Corsini, Malcolm E. Shaw, and Robert R. Blake (New York: The Free Press of Glencoe, Inc., 1961).

⁶Rolland L. Soule, "Role Playing--A New Police Training Tool," Police, March-April, 1960, pp. 19, 20, 22.

different than the theoretical basis for role playing in a social learning situation.⁷

The focus of this thesis will be on the use of role playing in conjunction with video-tape for the purpose of role development. Role development as used herein is defined as widening role expectation parameters, and congruently, more clearly defining the acceptable behaviors within the widened parameters of the role.

Role development, then, combines the essentials of both education and training, in that it enables the individual to select a response to a stimulus from a wider range of alternatives, and at the same time, improve the proficiency with which the selected response is made.

Like role acquisition, role selection, and role behavior, the development of a role is deemed to be a learning process which involves the cognitive, affective, and in many cases, the psychomotor domains; learning which is acquired through interpersonal behavior events and through non-social interaction with one's environment.

In attempting to decide what learning theory was most applicable to this learning process, three criteria were used:

⁷Abraham S. Luchins, Group Therapy (New York: Random House, 1964), pp. 48-54; Mark Chesler and Robert Fox, Role Playing in the Classroom (Ann Arbor, Michigan: Institute for Social Research, 1964), pp. 6-17.

1. The amount of empirical support for the theory's basic propositions.
2. The "power" of the theory, i.e. the amount of data that can be derived from the theory's higher order propositions.
3. The controlling possibilities of the theory, including (a) whether the theory's propositions are, in fact, causal principle, and (b) whether the theory's propositions are stated in such a way that they suggest possible practical applications.⁸

A review of the various learning theories has led this researcher to conclude that only modern Behavior Theory, based upon the works of B. F. Skinner, fairs well on all three criteria. It differs from other learning theories in that it restricts itself to the relations between observable, measurable behavior and observable, measurable conditions. It is soundly based on "literally thousands of experimental hours covering a wide range of phylogenetic scale and more nearly constitute empirically derived laws of behavior than any other set of principles."⁹

⁸Robert L. Burgess and Ronald L. Akers, "A Differential Association-Reinforcement Theory of Criminal Behavior," Social Problems, 14: 147, Fall, 1966.

⁹Ibid., p. 131.

Since Behavior Theory will form the central theoretical construct of this thesis, it is appropriate that its salient tenants be examined at this juncture.

PRINCIPLES OF BEHAVIOR THEORY¹⁰

Behavior Theory recognizes two types of behavior, but concerns itself primarily with only one. The first category of behavior it recognizes is "respondent." This type of behavior, as defined earlier, is seen as reflexive, or under the control of the autonomic nervous system. It manifests itself in direct response to external stimuli and the individual has no control over the nature of the reaction. An example of respondent behavior would be an aggressive act in response to an external stimulus and stemming from a deficient supply of serotonin in the brain.¹¹

¹⁰The principles outlined in this section were derived primarily from the following four sources: a) Robert L. Burgess and Ronald L. Akers, "A Differential Association-Reinforcement Theory of Criminal Behavior," Social Problems, 14: 128-147, Fall, 1966; b) Robert L. Burgess and Ronald L. Akers, "Are Operant Principles Tautological," Psychological Record, 16: 305-312, July, 1966; c) Ronald L. Akers, Deviant Behavior (Belmont, California: Wadsworth Publishing Co., 1973), pp. 45-61; d) Lita L. Schwartz, Educational Psychology (Boston: Holbrook Press, Inc., 1972), pp. 274-296.

¹¹George Alexander, "Behavior Linked to Chemistry of the Brain," The State Journal, April 18, 1974, pp. D-1, D-10.

The second classification in this taxonomy of behavior is "operant." This type of behavior is mediated by the somatic or central nervous system. It is behavior that is initiated by the individual for which there is no apparent stimulus. This behavior then evokes a response within the context of an interpersonal behavior event or within the context of non-social interaction with one's environment. The effects of the behavior, its outcomes, its consequences, the nature of the response evoked, are seen as determining the probability of future occurrence of the operant.¹² This is "operant learning" and is the variety of behavior considered within the purview of Behavior Theory.

Behavior Theory, then, concentrates on the relationships which prevail between behavior on one hand and the consequences of behavior on the other. The individual performs an act and society or his environment reacts--and in the process the individual learns. He learns what behaviors are subject to direct or indirect reinforcement and when and how much and by whom; through contingencies of reinforcement he forms a self-concept and a phenomenological self, and develops needs and wants and values and goals in relation thereto; he learns through differential reinforcement and through differential punishment what

¹²See Appendix B for a complete listing of the Laws of Operant Reinforcement.

conforming or deviant behaviors, what roles, what role behaviors, are appropriate and reinforcing for satisfaction of those needs, wants, values, and goals.

And each decision, each conflict resolution, each act, each interpersonal behavior event, further conditions an operant by providing further reinforcement, punishment, or neutral response, which then serves to increase the rate or probability of reoccurrence of the behavior or serves to achieve the opposite effect.

This is not to imply that Behavior Theory neglects respondent behavior or relegates it to a lesser position. For any behavioral episode is viewed as a complex combination or chain of both operant and respondent behavior. But social behavior, indeed the entire process of socialization, is seen as predominantly operant.

Conclusion

This brief presentation of the significant principles of Behavior Theory has been intended primarily as an overview. A complete listing of the general and derived propositions and definitions of Behavior Theory are presented in Appendix A for the reader who wishes further information. Additionally, those who are interested may wish

to review some of the empirical research from which these laws and propositions are derived.¹³

BEHAVIOR THEORY IN RELATION TO ROLE BEHAVIOR

The preceding discussion should have made evident the complexity of the process whereby role behavior is learned. If the process could be viewed linearly it could be stated as follows: Through interpersonal behavior events, and through non-social interaction with one's environment, including one's physiological self,¹⁴ an individual's self-concept is formed. It is formed through the process of operant and respondent conditioning based on contingencies of reinforcement. As the self-concept is formed it affects wants, needs, cognitions,

¹³The reader is invited to review the following works as representative of the empirical evidence concerning the validity of Behavior Theory: S. W. Bijou and D. M. Baer, Child Development, Vol. 1 (New York: Holt, Rinehart, and Winston, 1961); Arthur Staats, Human Learning (New York: Appleton-Century-Crofts, 1964); T. Ayllon and N. Azrin, "Reinforcement and Instruction with Mental Patients," Journal of the Experimental Analysis of Behavior, 7: 327-331, 1964; T. Ayllon and N. Azrin, "The Measurement and Reinforcement of Behavior of Psychotics," Journal of the Experimental Analysis of Behavior, 8: 357-383, 1965; Jacob L. Gewirtz and Donald M. Baer, "Deprivation and Satiation of Social Reinforcers as Drive Conditions," Journal of Abnormal and Social Psychology, 57: 165-172, 1958.

¹⁴Robert W. White, The Abnormal Personality (New York: The Ronald Press Company, 1964), p. 147.

attitudes, beliefs, values, and goals. These in turn affect the roles one selects as vehicles for fulfilling wants and needs, for striving for goals, and for maintaining a consistent phenomenological self. How one carries out the roles selected will again be a matter of the contingencies of reinforcement supplied by one's audience, the situational factors, and the interpersonal response traits of the individual.

However, a linear view of the evolution of role behavior does not fit the concepts of Behavior Theory. The empirical evidence upon which Behavior Theory is based shows instead a continuous, dynamic, interplay of developmental forces between the individual and his physical and social environment. This interplay of forces is an unceasing process that occurs throughout a person's lifetime. Contingencies of reinforcement change; evolving operants become extinct; operants become effective in gaining reinforcement in some interpersonal behavior events, but not in others; role behavior varies with the audience and is modified according to the principles of stimulus discrimination and differential reinforcement.

Accordingly, rather than a linear view, a more fruitful behavioral model for viewing the dynamic relationship between Behavior Theory and role behavior is depicted in Figure 1.

From the behavioral model one can see the central role played by interpersonal behavior events and non-social interaction with the

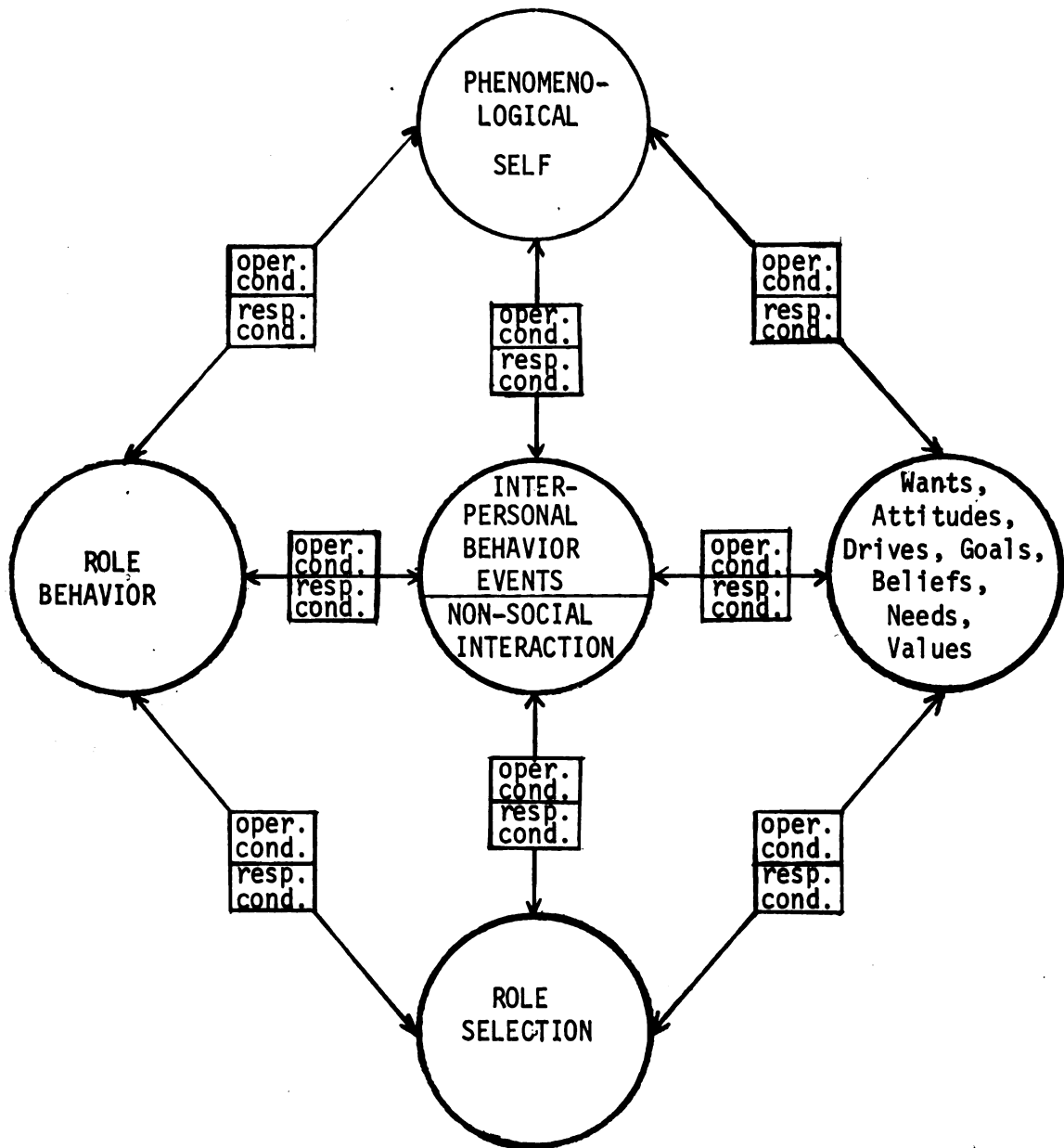


Fig. 1.--Behavioral model: The interrelated components of behavior, with emphasis on Behavior Theory in relation to role behavior.

environment. But each behavioral component is closely interrelated through operant and respondent conditioning and thereby affects and is affected by each of the others, in a constant, evolutionary system of contingencies of reinforcement.

This model should be kept in mind as the discussion now turns to role development through video-taped role playing based upon Behavior Theory principles.

ROLE DEVELOPMENT THROUGH APPLICATION OF BEHAVIOR THEORY TO VIDEO-TAPED ROLE PLAYING

From a Behavior Theory approach, role development requires reinforcing certain attitudes and behaviors and extinguishing others. Video-taped role playing is particularly well suited to this need since the role player must perform acts, make decisions, and express attitudes for which he receives immediate response by his fellow role players. He also receives evaluation of his performance by an instructor and by his peers immediately after completion of a role playing session.

This response, or "feedback," is the key element in the learning process. It provides, first of all, the necessary first step in any behavioral or attitudinal change, which is an "alteration of the

present stable equilibrium which supports the present behavior and attitudes."¹⁵ In simpler terms, the motivation to change is produced.

This motivation can be developed by differential reinforcement which produces congruent behavior and attitude change or by differential punishment which produces incongruent change.¹⁶

The Difficulty of Incongruent Change

Special attention must be given here to the matter of incongruent change. The available literature indicates it is more difficult to induce than congruent change,¹⁷ and hence deserves special consideration within Behavior Theory as it relates to video-taped role playing.

The literature surveyed implies that before incongruent change in attitude or behavior will take place, cognitive dissonance or role

¹⁵Edgar H. Schein, "The Mechanisms of Change," The Planning of Change, Warren G. Bennis, Kenneth D. Benne, Robert Chin, editors (New York: Holt, Rinehart, and Winston, Inc., 1969), p. 99.

¹⁶Supra, p. 10.

¹⁷David Krech, Richard S. Crutchfield, and Egerton L. Ballachy, Individual in Society (New York: McGraw-Hill Book Co., 1962), pp. 215-216.

conflict must exist or be created.¹⁸ If conflict or dissonant producing conditions exist already in the police role or can be easily created within the structure of video-taped role playing, then the change agent should be cognizant of such potential.

First of all, there is ample evidence that among police positions, role conflict and role ambiguity exist in abundance. Writers such as Preiss, LaFave, Niederhoffer, and Reiss, plus various commissions, have presented a well-documented picture of widespread, diverse, and pervasive role conflict throughout the police function.¹⁹ Such

¹⁸Ibid., 215-225; George Strauss and Leonard P. Sayles, Personnel: The Human Problems of Management (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1960), pp. 263-283; Schein, op. cit., p. 100.

¹⁹Preiss and Ehrlich found in their five-year study of a state police agency that (1) there was no appreciable police role consensus within and among rank groups or among various segments of the public; (2) that there was a large variation among and within departmental positions and external agencies and personnel on appropriate police behavior; (3) that 90% of the policemen were incorrect in their perception of what was expected of them by at least one of three audiences (District Commander, Post Commander, Assistant Post Commander); and (4) that policemen consistently overestimate both their economic and social status as compared to how the public estimates it. Jack J. Preiss and Howard J. Ehrlich, An Examination of Role Theory: The Case of the State Police (Lincoln, Nebraska: University of Nebraska Press, 1966); Wayne R. LaFave, "Police Discretion," Crime and Justice in Society, Richard Quinney, editor (Boston: Little, Brown, and Company, 1969), pp. 109-125; Arthur Niederhoffer, "On the Job," Ibid., pp. 217-238; Albert J. Reiss, Jr., "Career Orientations, Job Satisfaction, and the Assessment of Law Enforcement Problems by Police Officers," Studies of Crime and Law Enforcement in Major Metropolitan Areas, Volume II, Section I (Washington, D.C.: U.S. Government Printing Office, 1967); The President's Commission on

a state is a fortuitous one for the change agent, since the condition can be capitalized upon by designing role-playing situations which bring such ambiguity and conflict into the open, magnifies it, and forces the actor to deal with it.

In addition to amplifying the dissonance and conflict inherent in the police function, other motivations for change can be created. For example, role playing situations can be designed which confront the actor with information that:

- (1) his self-image is out of line with what others and the situation will grant him or be able to sustain;
- (2) that his definition of the situation is out of line with "reality" as defined by others in the situation;
- (3) that his image of others is out of line with their image of themselves or each other; and (4) one or more of the above in combination.²⁰

The methods cited above are particularly significant if one places them in the context of the behavioral model presented earlier. Any interpersonal behavior events which effect the phenomenological self or provide specific audience reaction that clearly defines an actor's role behavior as inappropriate are powerful tools for operant conditioning.

Law Enforcement and Administration of Justice, Task Force Report: The Police (Washington, D.C.: U.S. Government Printing Office, 1967), pp. 13-18.

²⁰Schein, loc. cit.

However, it is important to note that not every situation which produces cognitive dissonance or role conflict automatically results in behavior or attitude modification. This is particularly true, as research has shown, where the result of resolving the conflict or achieving cognitive or affective balance would be more painful or disturbing than that caused by the new information or experience.²¹

In such cases, resistance to change can be quite strong. If it is to be overcome, it would appear necessary, judging from the behavioral model presented earlier, and in accordance with the principles of Behavior Theory, to either: 1) maximize the quantity, quality, and variety of conflict or dissonant producing information received by the role player in hopes of creating severe imbalance, and/or 2) changing the contingencies of reinforcement to which the role player is accustomed and rewarding only behavior and attitudes considered appropriate to the situation.

In either case, a closer examination is warranted at this point of the sources of feedback of information reaching the role player in order to determine the procedures whereby differential reinforcement and differential punishment can be used by the change agent to induce operant learning.

²¹David Krech, et al., op. cit., pp. 42-46.

Sources of Feedback

The feedback of information to the role player that is so vital to the learning process will come from four sources. The first of these sources is the reactions received by the role player from the spontaneous interpersonal behavior events and the non-social interaction contained within the structured framework of the role-playing situation. However, if such feedback is to be meaningful to the role player two criteria must be preserved--spontaneity and realism. Both are necessary in order that the role player will feel that the reactions he receives to his behavior are reflections of reality and not artificial or contrived. The setting, the situation, and the roles to be performed should be, as nearly as possible, a microcosm of reality which the role player can manipulate safely and see the consequences of his actions and can see the reactions of others to his role performance. The more closely the setting, the situation, and the roles parallel reality, the more closely the actor will be able to identify with the situation and with any feedback he receives. Closer identification should strengthen the process of differential reinforcement or punishment and should thereby facilitate operant conditioning.

The second source of feedback is video-taped replay of the role-playing action. This technique has special significance in light of Behavior Theory by, first, quantitatively adding to the amount of

feedback received, and second, and more significant, vastly improving the quality of the feedback to which the role player is subjected. Using video-tape, the change agent is able to confront the role player with concrete and irrefutable evidence his behavior, the subsequent reactions to it, and the consequences that flow from it. Of particular importance here is the fact that by using video-tape, the role player is forced to consider reactions, cues, or consequences he might otherwise have tended to ignore because of their conflict or dissonant producing potential. Therefore, the probability of both reinforcement or punishment is strengthened by this technique, especially when video-taped action is stopped or slowed during playback and the subtle nuances of a behavioral episode are discussed and analyzed.

Video-taped replay, then, magnifies the contingencies of reinforcement, thereby greatly increasing the power of differential reinforcement and punishment, and also greatly increasing the probability of operant learning taking place in the direction desired.

The third source of feedback is the instructor. The feedback he provides is of paramount importance to operant learning since what he provides serves several functions. First, the feedback he furnishes must direct the attention of both role playing participants and observers to the conflict and dissonance inherent in the roles portrayed

and to whatever is also created within the role playing situation.²²

In so doing he acts as a catalyst to the change process.

Secondly, the instructor becomes the focal point for providing the cues or the information both role players and observers seek in order to restructure the situation, to restore cognitive or affective balance, to resolve or reduce conflict, and to gain reinforcement for the behavior performed, in the case of the actor, or behavior identified with, in the case of the observer.

A third, and highly important function of the instructor in the feedback process, is to obtain as much consensus as possible among the peers of the role players who are acting as observers regarding the appropriate role behavior for the situation which they are evaluating. Research has shown that obtaining this consensus should facilitate the process of operant learning for several reasons: 1) group pressure has been shown to have significant affect upon individual judgments and opinions of group members;²³ 2) the best predictor of police behavior

²²Those observing role playing, as well as the participants are affected by cognitive dissonance and/or role conflict that frequently results in attitude or behavior change. However, the effect is not as great on observers as it is on participants. Francis M. Culbertson, "Modification of an Emotionally Held Attitude Through Role-Playing," The Adolescent: A Book of Readings, ed. Jerome M. Seidman (New York: Holt, Rinehart, and Winston, Inc., 1960), pp. 663-670.

²³Krech, et al., op. cit., pp. 504-512.

has been found to be the individual policeman's perception of what his fellow policemen expect of him;²⁴ and 3) if a role player is rewarded by approval he will more readily shift in the direction of the attitudes he expresses in playing his role; if he is not rewarded by approval he will not so readily shift.²⁵

Thus approval or disapproval by an actor's peer group (the fourth source of feedback), regarding the suitability or appropriateness of the actor's general role behavior as expressed through his role performance, should have considerable power for differential reinforcement or differential punishment.

The Process of Role Development

The foregoing discussion has attempted to make clear the forces within video-taped role playing that can be marshalled and integrated into a variety of learning experiences that focus on role development.

As defined previously, the first aspect of role development is "broadening the parameters of role expectations" and this can be brought about through control of those mechanisms of feedback just outlined.

²⁴Preiss and Ehrlich. op. cit., p. 210.

²⁵W. A. Scott, "Attitude Change Through Reward of Verbal Behavior," Journal of Abnormal Social Psychology, 55: 72-75, 1957; W. A. Scott, "Attitude Change by Responsive Reinforcement: Replication and Extension," Sociometry, 22: 328-335, 1959.

By control of those mechanisms, the role player and the observer are exposed to a diversity of role performances as the actors attempt to deal with the situations with which they are confronted. This exposure and the resultant feedback have been shown to convince, beyond the temporary stage, both observers and participants alike that there exists a wider range of alternatives for approaching or handling calls for police services than they had originally realized.²⁶ Once such a realization is made, role parameters have clearly been broadened.

However, while this process does broaden the parameters of the role itself, it is necessary to employ differential reinforcement and differential punishment through the four sources of feedback in order to delineate the acceptable role behaviors within the broadened parameters of the role. In the delineation process it is important that the contingencies of reinforcement employed be directly related to the behaviors and attitudes whose appropriateness has been determined by practical police experience, by knowledge of group dynamics, social structure, and cultural values, and by the interpersonal response traits of those involved in the behavioral episodes.

²⁶Planning and Research Associates, Final Evaluation Report On TELETRAINING (Mimeographed report prepared for the Suffolk County [New York] Police Academy, Audio-Visual Research Unit, September 30, 1970), p. 20; W. A. Scott, "Attitude Change by Responsive Reinforcement: Replication and Extension," loc. cit.

The remaining component of role development is "increasing the proficiency with which a selected response, chosen from an array of appropriate alternatives, is made." This is mainly a function of repetition and reinforcement. Within the framework of video-taped role playing, it would likely entail the performance of the initial role-playing episode which is simultaneously viewed on a remote monitor by the participants' peers and the instructor; then replay of the videotape of the episode followed by a discussion of it; and finally, reenactment of the scene with the same or new actors. This scenario could be repeated as often as necessary until the desired level of proficiency is obtained. The key to obtaining the desired level is in reinforcing, through feedback, the correct or nearly correct responses and ignoring or mildly punishing incorrect ones, thereby shaping behavior over a period of time.

CONCLUSION

It should be reemphasized in closing this chapter that police role development through application of the principles of Behavior Theory through the process of video-taped role playing, is a completely untried, untested, and novel approach to the problem of improving the quality of the police.

It is likely that considerable time will elapse before this technique is ever empirically verified or confuted. Before either is done, however, several questions may have to be answered by the change agent. Some questions may be moral ones regarding the deliberate control of the contingencies of reinforcement for the purpose of behavior modification. However, Skinner himself has explored this problem extensively.²⁷

Another question is the ability of the change agent to be well enough acquainted with the unique conditioning history of each change target to be able to know what his effective and available reinforcers are. It is recognized that the same stimulus can be reinforcing for one person but not for another, that it can be reinforcing at one time but not at another, or it can be reinforcing at one time and one place and not at another.²⁸

But this should not be a deterrent. The existing knowledge of group processes, general psychology, and the effects of culture upon values and norms, should allow some predictions to be made about what are likely to be effective and available reinforcers for members of specific groups.

²⁷B. F. Skinner, Beyond Freedom and Dignity (New York: Vintage Books, 1971), Chap. 6 & 7.

²⁸Ronald L. Akers, Deviant Behavior: A Social Learning Approach (Belmont, California: Wadsworth Publishing Co., Inc., 1973), p. 51.

Speaking conjecturally at this point, one might expect that when given large numbers of policemen over a period of time who participate in a specific video-taped role-playing episode, it may be possible that a range of typical role behaviors will emerge as responses to the stimulus events. It may also be possible that those who respond in one manner within this range will be susceptible to specific types of reinforcement. If this were true, the task of the change agent would be made considerably simpler. But again, this is speculative and is inserted merely as a provocative idea which bears investigation.

However, in the hope that the process and the principles involved will be investigated and eventually subjected to empirical analysis, this thesis will present in the next chapter a number of procedural guidelines for conducting a video-taped role-playing program.

CHAPTER III
GUIDANCE FOR CONDUCTING VIDEO-TAPED ROLE PLAYING

INTRODUCTION

The potential power of video-taped role playing as shown in the last chapter dictates that its use be attempted only after thorough knowledge is gained of its theoretical basis, but also only after obtaining thorough grounding in the practical considerations associated with it too. This chapter will devote itself primarily to these latter aspects.

To use the technique most effectively requires careful analysis and planning. The instructor or designer of the episodes must first decide upon the goals intended to be reached at the end of the course or session. He must then select procedures, content, and methods that are relevant to the objectives; causes the students to interact with appropriate subject matter in accordance with principles of learning; and finally, measure or evaluate the students' performance according to the objectives or goals originally selected. It is the intent of this chapter to offer guidance that will facilitate this process.

GOAL DETERMINATION

Educational and management literature is replete with admonitions to change agents to develop goals as the essential first step in the process of behavioral modification or organizational change.¹ Those who are experienced in simple role playing advocate the same procedure² and the logic of such a position is compelling.

In determining the goals for video-taped role playing, the writers of such programs should be asking, "What is it that must be accomplished?" "What is it the group must learn?" If, for example, the goal concerns attitude change, then questions must be asked such as, "Changed from what, to what--and for what purpose?" If imparting knowledge is desirable, then "What Knowledge? For what purpose? How does it relate to the overall goal of role development?" In short, the change agent must know in what context the learning is to be

¹Walter A. Wittich and Charles F. Schuller, Instructional Media: Its Nature and Uses (New York: Harper & Row, 1973), pp. 631-638; Robert F. Mager, Preparing Instructional Objectives (Palo Alto, California: Fearon Publishers, 1962), pp. 1-10; Joel E. Ross, Management by Information Systems (Englewood Cliffs, New Jersey: Prentice-Hall, 1970), pp. 78, 108, 200; E. S. Quade, "Systems Analysis Techniques for Planning-Programming-Budgeting," Planning, Programming, Budgeting, Fremont J. Lyden and Ernest G. Moller, editors (Chicago: Rand McNally Publishing Co., 1973), p. 249.

²Alan F. Klein, How to Use Role Playing Effectively (New York: Association Press, 1959), p. 13.

applied. Without this specific goal determination being made, it is difficult to conceive of role development taking place with this, or any other, method.

PROCESS SELECTION

Once goals are established then a decision must be made in advance concerning where and when to use video-taped role playing. The technique should not be considered a panacea despite its wide applicability to the role development process. It is a technique which takes more time and resources than the usual methods of training or education and these are important considerations.

There are also several methods of conducting video-taped role playing depending upon the purpose for which it is to be used.³ However, only the basic technique will be discussed in this section, with additional information on other techniques discussed later.⁴

Whatever method is selected, it is ordinarily preceded by the instructor delivering his lecture on a particular subject aided by

³Raymond J. Corsini, Malcolm E. Shaw, and Robert R. Blake, Role Playing in Business and Industry (New York: The Free Press of Glencoe, Inc., 1961), pp. 102-168; John E. Grenfell, "Staff Training and Video-Tape Replay," Canadian Journal of Corrections, 10(2): 409-413, 1968.

⁴Infra, pp. 51, 56-58.

whatever techniques or audio-visual aids that are compatible with it. He will then follow his instruction with video-taped role-playing situations which will not only indicate if the lesson has been absorbed, but also if it can be applied.⁵

The basic video-taped role-playing method consists of six components: 1) the pre-arranged physical setting; 2) the preparation phase; 3) the actual role-playing action; 4) discussion; 5) reenactment when necessary; 6) analysis. Each of these will be discussed in turn.

The Physical Setting

The physical setting can be further sub-divided into two parts: the set, where the actual role playing takes place and is filmed by television cameras; and the classroom, where a T.V. monitor is placed so that the instructor and the class can observe and hear what is transpiring on the set. It is important that these two parts be physically separated to the extent that sound from the classroom cannot reach the set.⁶ This insures that the spontaneous comments of the observers as they watch the action unfold, does not create a disturbing influence on those involved in the video-taped role-playing action.

⁵ John Fakler, "T.V. Role Playing for Training," Law and Order, XVIII, No. 2 (February, 1970), 34.

⁶ Ibid.

This arrangement offers two significant advantages over standard role playing: 1) it allows the actors to concentrate on their assignments and not on the reactions and comments of their peers, and 2) the activities do not have to be limited or restricted to the space available in the classroom.

Two other suggestions regarding the physical setting are:

1. No one should be able to enter or be able to look in on the set while video-taped role playing is taking place; and
2. Sets should be as lifelike as reasonably possible in order to increase the illusion of reality and facilitate actor identification with feedback from the situation.

The Preparation Phase

This component, comprised of five sub-sections, can be pivotal in the success or failure of the video-taped role-playing process, depending upon the care employed in implementing it. Its five parts are identified as follows: 1) the selection of the problem; 2) the warm-up; 3) selection of participants for the video-taped role-playing episodes; 4) explanation of the participants' roles; and 5) explanation of the functions of the audience. There are precautions that should be observed within each of these subdivisions.

Problem selection.--The two most important considerations in selecting problems are relevancy and simplicity. Concerning relevancy, writers who have had experience with role playing by itself have found that people will work more productively on problems that have an interest for them.⁷ Therefore, it would seem important that the problems selected for video-taped role playing should arise from the needs and interests of the group.⁸ A method of making such selections could be the use of questionnaires that focus on discovering the types of incidents which police officers feel least confident in handling, or seem most ambiguous as far as role expectations are concerned.

Simplicity is necessary, particularly at the outset, in order to allow the students to experience success. This initial success will aid in avoiding the development of a negative reaction to the entire role playing experience, and will, at the same time, provide a vehicle for differential reinforcement.

⁷Klein, op. cit., p. 14; Chris Argyris, Role Playing in Action, New York State School of Industrial and Labor Relations, Bulletin No. 16 (New York: Cornell University, May, 1951), pp. 8-12; Mark Chesler and Robert Fox, Role Playing in the Classroom (Ann Arbor, Michigan: Institute for Social Research, 1964), p. 63.

⁸See Appendix D for a partial list of subjects suitable for video-taped role playing.

Problems should generally not be too complex and should be amenable to solution. Fuzzy, unclear, or imprecise episodes should also be avoided. Instead they should be clear and specific. Too many goals should not be attempted in a single episode either.⁹

Warm-up.--This is a period where the instructor has relevant but very simple episodes enacted by the students in order to relax them and to give them some practice and security in public expression. For adults who have never experienced role playing or other forms of dramatic action this step is vital in order to overcome the inhibitions that exist in many people toward engaging in any type of acting.¹⁰ However, initial role-playing in front of a camera instead of a group should be helpful in the warm-up process since it eliminates the necessity of having to endure the comments and reactions of one's peers as one becomes accustomed to the performing of roles. This should alleviate some of the reticence that many people experience.

The problems selected for the warm-up period should be brief, and should be highly structured. The feelings and ideas to be

⁹Chesler and Fox, op. cit., p. 56; See Appendix E for sample role playing episodes.

¹⁰A survey of 79 police officers who experienced video-taped role playing revealed that 70% were initially afraid that they would make mistakes. Planning and Research Associates, Final Evaluation Report on TELETRAINING, Report prepared for the Suffolk County Police Academy, Audio-Visual Research Unit, September 30, 1970, p. 20 (Mimeographed).

expressed should be carefully identified and improvisation should be kept to a minimum. This allows the student to experience success, reduces confusion, and lets the learner become acquainted with the nature of the video-taped role-playing process in a supportive atmosphere. Each student should undergo this warm-up period. A short discussion should follow each warm-up episode to allow the student to express his reaction to his performance and to gain the reaction of the group.

Since this is the initial feedback that the individual receives it is important that these prefatory contingencies of reinforcement be kept supportive in nature.

Participant selection.--Various methods have been suggested for selecting participants for routine role playing and these should apply equally well when video-tape is incorporated into the process. Some of the methods advocated are:

1. Describing the role and then asking for volunteers. If no one offers to participate, the instructor should remain silent for a full sixty seconds if necessary. Those who use this technique claim that the stillness produces enough tension to prompt people to volunteer.¹¹

¹¹Klein, op. cit., p. 21; Corsini, et al., op. cit., p. 63.

2. Have the group or instructor select people for the roles.¹²
3. Start with competent peer leaders whose cooperation has been secured in advance. This will usually insure that other members of the class will follow and participate more willingly.¹³
4. A random choice of roles, i.e., draw the role names from a hat. This procedure eliminates instructor bias.

The method used to select participants may vary with the group and the instructor. But whichever method is used, there are three recommendations that should be followed in the process of participant selection: 1) Avoid having a person's superior or his subordinate in a video-taped role-playing group in which the person will be involved;¹⁴ 2) A person should not be forced to face personal inadequacies with which he cannot cope, and hence, should be able to decline a role if it appears too threatening to him psychologically;¹⁵

¹²Argyris, op. cit., pp. 15, 16.

¹³Chesler and Fox, op. cit., p. 29.

¹⁴Argyris, op. cit., p. 20; Planning and Research Associates, op. cit., p. 43.

¹⁵Chesler and Fox, op. cit., p. 57.

but, 3) eventually all members of the group should participate in one or more role development skits.¹⁶

Explaining participant roles.--Among the authors reviewed, only one offered specific recommendations regarding this step of the preparation phase.¹⁷ The writer, Roland Soulle, recommended that first, the class as a group be explained the nature of the problem to be explored, and then separate briefings be given to each actor just prior to playing the roles. He further recommends that the information regarding the roles should be provided on separate cards to each actor and the players should not be aware of the content of the other players' roles. He also suggests that the instructions be read to the participants exactly as they are worded on the cards. However, this appears to be an unnecessary step. He also feels that no information should be provided beyond what is given on the cards. This information might be a description of the problem, the personality of the role character, his motives, and how he has reacted in the past to certain events. The cards should also define the physical limits of

¹⁶Ibid., p. 29; Planning and Research Associates, op. cit., p. 34.

¹⁷Rolland L. Soulle, "Role Playing--A New Police Training Tool," Police, March-April, 1960, pp. 19, 20.

the role playing area, the important features of the set, and any objects of special significance and for whom they are significant,¹⁸

The students are then allowed 5-8 minutes to think about their roles prior to commencing the scene, and during this time the instructor proceeds to the next step--explaining to the audience what their responsibilities will be during the video-taped events to follow.

Explaining audience roles.--As noted in Chapter II, the observers of role playing, like the participants, are also susceptible to the forces of behavior and attitude modification that evolve from the video-taped role-playing process. This susceptibility can be heightened by assigning observation tasks in advance of the commencement of the dramatic action. Tasks that are frequently assigned to be performed include identifying with a specific actor and trying to understand and experience his emotions or cognitions and reporting on them during the discussion, or judging the dramatic portrayal of a player or a player's handling of the situation.¹⁹

¹⁸One department that uses video-taped role playing for incidents that may involve violence, injects added realism into its operation at this point by having the selected officers empty their revolvers and reload them with plastic loads. The officers also dress in protective coveralls and a fencing mask to protect themselves in case an actor decides to employ "deadly force." The plastic loads only sting, but any player hit is automatically "dead" and out of the action. Fakler, loc. cit.

¹⁹Chesler and Fox, op. cit., p. 26.

Considerable variation exists among role playing and video-taped role playing practitioners concerning the methodology involved in these assignments. Some prefer to have a relatively free and unstructured system and have the entire group observe and report on the actions of all players;²⁰ others prefer to use a more structured situation and assign specific tasks to individuals or sub-groups and use observer or rating forms.²¹

In either case, delineating these tasks in advance would seem to insure the continued attention of the observers, increase their identification with the action transpiring, bring to bear added insight during discussions, and in general, facilitate the process of operant conditioning.

The Dramatic Action

General guidelines.--If the preparation phase has been well planned and executed, the dramatic action should proceed smoothly. However, time will be an important factor at this point. Generally, video-taped role-playing episodes should be brief and the actors should have a 5-10 minute time limit imposed upon them. This should

²⁰ Klein, op. cit., p. 24.

²¹ Corsini, et al., op. cit., p. 211; Soule, op. cit., p. 20; Infra, Appendix G, for sample observer rating forms.

allow sufficient time for the players to become immersed in their roles, but not so long as to cause loss of interest.

In order to assist in maintaining interest, the scenarios should be designed to provide rapid action on the set. This will not only reflect the pace of the officer's daily contact in his work, but will also insure that sufficient action takes place in the required time limit to permit the accomplishment of the desired learning outcomes.²²

The role of the director.--The director's role begins before the dramatic action takes place, since it will be his responsibility to insure that the set is in order, that camera crews are present, that audio and lighting requirements can be met, and that props or special effects materials are in place and working properly.

In order to insure all of these requirements are met, the director should have a "guide" that is specific for each problem to be enacted. The guide should contain a description of the problem, the learning objectives, and all information necessary to set up the problem, including a diagram of the set and a list of required special supplies and/or equipment.²³ It should also include the instructions

²²Infra, Appendix E, for sample role playing scenarios.

²³Soullé, op. cit., p. 22.

for the participants, so that the director knows what roles are to be enacted during any particular problem.

Once the director receives the actors from the instructor he must install them in their proper places on the set and get the action underway. Once the scene is in progress, the director must be keenly aware of what is taking place on the set and how it relates to the learning objectives. He must be alert for members who fall out of their roles or characterizations and for those who might be in peril of physical or psychological injury. In either instance, action can be stopped, the scene discussed, and then activity resumed. If such an event does occur it should be telecast to the classroom where discussion of the event can take place at the same time.

Methods.--Corsini, Shaw, and Blake have developed the following three variations upon the standard role playing theme that can be adopted for video-taped role playing.²⁴ The first two variations would be more suited to warm-up periods, while the last could be used during regular episodes or during reenactments. The third one also has the advantage of allowing more members to be involved in video-taped role playing and also should stimulate lively discussion periods.

²⁴Corsini, et al., op. cit., p. 68.

1. Read the roles to the entire group. The group then discusses how the problem should be handled and a consensus should be achieved. Volunteers are then obtained and the problem is enacted. After enactment, further discussion may ensue, attitudes and cognitions explored, perhaps new suggestions are obtained for proper handling, and reenactment may occur followed by more discussion.
2. Have several sets of participants. All of those who are to take a particular role can discuss the proper ways of handling the problem. If the roles are about X. and Y., all of the X.'s can discuss how X. should handle his problem and at the same time the Y.'s meet for the same purpose. After the X.'s and the Y.'s have discussed their roles, one X. and one Y. act out the problem, after which a general analysis can take place with reenactment when required.
3. Have two sets of participants read the instructions and while the first set is acting out the situation, the second set is kept out of the room so that they do not see the first set role-playing. Immediately upon completion of the first enactment, the second set of role players come in and re-play the same problem. This permits the group to see how different individuals handle the same problem.

Discussion

General guidelines.--In order to maximize the operant conditioning effects of feedback, discussions should begin immediately after a video-taped role-playing episode. It may be necessary after the first several problems for the instructor to carry the major part of the discussion, to keep it going, until the class becomes accustomed to evaluating, and receiving evaluation from, their peers. Once this state is reached, however, the instructor should only have to provide guidance when it is necessary to direct the contingencies of reinforcement that are required to achieve the learning objectives.

The instructor should try to have a timetable for the discussion with the strategy of the session well worked out in his mind. While discussion of tangential matters cannot be avoided, and may even be desirable at times, nevertheless, the instructor should try to keep it controlled and on course. The playback features of video-tape can assist in keeping it on course by showing only short segments of the action and discussing each segment until the entire tape has been reviewed.

At times in the discussion it may be necessary to ignore raised hands and call upon the quieter members of the class to make comments or evaluations. It has been shown that by eliciting a public expression of an attitude, especially when the expression is met by

approval, the probability of operant conditioning is significantly increased.²⁵

Conducting discussion.--As soon as the role players are re-assembled the actors are "brought back to earth." That is, they should be disassociated from their roles, thereby permitting the role characters to be discussed freely using role names rather than the names of the actors.²⁶ For example, the instructor might say to a policeman who had played the part of a burglar, "Officer Jones. How did the prison escapee, the burglar, feel when he was surprised by the lone policeman? Do you feel he might have felt differently if there were two officers?" This disassociation allows the learners to more freely express their attitudes and emotions without feeling threatened by them.

After role disassociation is accomplished, the participants should be allowed to discuss the episode and comment on or criticize their own role performance before the audience does so.²⁷ Criticism and suggestions will be more readily accepted from a fellow role

²⁵I. L. Janis and B. T. King, "The Influence of Role Playing on Opinion Change," Journal of Abnormal Social Psychology, 49: 211-218, 1954; and W. A. Scott, "Attitude Change Through Reward of Verbal Behavior," Journal of Abnormal Social Psychology, 55: 72-75, 1957.

²⁶Chesler and Fox, op. cit., p. 32.

²⁷Fakler, op. cit., p. 34; Argyris, op. cit., p. 17.

player than from an observer,²⁸ so structuring the discussion in this order should facilitate a freer exchange among the actors and, if properly guided, can be a strong force in operant conditioning.

Use of evaluation forms.--If the group was given objective evaluation forms to use, they should have been prepared in advance, tailored to the learning objectives and to the significant expected behaviors and attitudes, and then completed as the observers watched the action on the television monitor or as the actors were reassembling. The group members should use the rating sheets as a basis for making their comments when their turn arises.

Instructor's guide.--The instructor's guide should have the identical rating sheets for each problem as the group does. His guide should also contain the learning objectives along with the applicable law and the departmental policy on how the situation should be handled. This will insure that all instructors are giving the same advice and that they do not add to the existing role ambiguity.²⁹

Discussion methods.--Again the techniques of standard role playing can be adapted to discussion of video-taped role playing and can probably be made more effective in doing so. As a scene is played

²⁸David Krech, Richard S. Crutchfield, and Egerton L. Ballachy, Individual in Society (New York: McGraw-Hill Book Company, Inc., 1962), pp. 232, 233.

²⁹Planning and Research Associates, op. cit., p. 50.

back and stopped or slowed, each of the following discussion methods can be used singly or in concert with the others as the instructor sees fit.

1. In a "soliloquy" the participant explains how the character he portrayed felt or thought or what his reaction to another person's behavior was. These comments serve as the basis for discussion.³⁰
2. If a "double" was assigned from the audience to identify with a player, the double may be asked to soliloquize and then the participant's and the double's perceptions are compared.³¹
3. Conduct open and free discussion by all group members of any of their observations. From the literature reviewed, this appears to be the most popular method.
4. "Buzz Groups" are a variation of the free discussion method. This technique calls for the larger group to be broken into sub-groups with instructions to discuss the performance in general or some specific aspect of it, and to summarize the

³⁰Chesler and Fox, op. cit., p. 53.

³¹Ibid.

sub-groups' ideas. The consensus of each small group is then reported by the spokesman to the larger group.³²

5. In the "Round Robin" approach each individual is asked to make a short comment, usually a single sentence, in reference to an overall evaluation or some specific aspect of the performance. There are no interruptions as each person speaks and as comments are made they are listed on the blackboard. These comments then serve as the basis for further discussion.³³

While other techniques of handling feedback exist, these seem to be the most common, judging from the literature examined, and they also seem most easily adaptable to the incorporation of video-tape replay into the discussion period.

Reenactment

This step in the video-taped role-playing process is not always necessary. The instructor should carefully evaluate the initial scene and the discussion that follows and compare these with the learning objectives. If the learning objectives have not been met then reenactment is definitely required.

³²Corsini, et al., op. cit., pp. 77-79.

³³Ibid.

Mistake-ridden initial episodes usually require reenactment and in such cases the students normally request that they be given another opportunity to perform the scene.³⁴ To cope with a mistake-filled initial enactment there may be a complete replay of the action using the same or different members of the group. However, repeated replays of the same situation, while desirable from a Behavior Theory approach, can be time consuming. Two efficient, but probably less effective methods would be to have experienced assistants replay the scene and telecast it live into the classroom, or to show a video-tape of a previously enacted skit of the same problem that was handled well by another group.³⁵

Other situations that might call for reenactment are when (1) there is difficulty in reaching a consensus on the best way of handling an incident and the instructor feels the results of one or more alternatives can be demonstrated by live or video-tape action; (2) if group members fail to achieve the level of proficiency that is considered appropriate, it may be desirable to repeat a performance several times; or (3) if group members fail to exhibit confidence in handling problems of a particular nature, then reenactment of a variety of these problems may be essential.

³⁴Planning and Research Associates, op. cit., pp. 17, 18.

³⁵Ibid., p. 17.

For problems of a human relations nature, an excellent technique for reenactment is "role reversal." In this procedure the protagonist and the antagonist switch roles completely. For example, the police officer may assume the role of an insolent, derisive member of a group of teenagers at a loud party, while local high school students may be recruited to play the role of the officers responding to a complaint about the party. Video-taped role reversal situations like this have been enacted in at least one department with considerable positive effect on both the police officers and the students.³⁶

Numerous other techniques for reenactment have been cataloged, especially by Corsini, Shaw, and Blake.³⁷ Effective adaptation of these methods for police role development use could probably be easily accomplished by a creative and imaginative designer of video-taped role-playing events.

Analysis

Students should be informed at the beginning of the video-taped role-playing process that they will be asked to provide feedback relative to the instruction they will be receiving. They should also be told what type of information is desired from them.

³⁶Christopher M. Cook, "Play-Acting with a Purpose for Police," Newsday (November 2, 1972), 101.

³⁷Corsini, et al., op. cit., pp. 81-100.

Some of the questions that might be asked are: 1) How did the students feel about the sessions and the role of the instructor? 2) Do the students have any suggestions for improvement of the video-taped role-playing process? 3) Do they have suggestions for new problems? 4) Should the video-taped role-playing technique be used more or less extensively? 5) What did they feel they learned and was the instructional method used the best way of learning it? 6) Do they feel that the time and effort spent was actually worthwhile? 7) What aspects of the video-taped role-playing process did they find most interesting? 8) Do they feel that they can cope with their daily problems any better as a result of the instruction they received?

This small sample of questions is only a few of the many that could be asked to provide immediate feedback to the instructor on the effectiveness of his teaching and the video-taped role-playing process. This feedback can be obtained by direct questioning of the students or by the use of anonymous questionnaires. But in either case, such feedback is necessary for refinement of the student role development procedure and also for the role development of the instructor.

EVALUATION

The final step in the role development process is the obtaining of information designed to determine whether the goals established

at the outset relative to cognitions, attitudes, and skills have been met.

The goals, if properly written, should have been set in terms of performance objectives, that is, the objectives should have clearly specified what is to be learned, how that learning will be objectively measured and against what criteria, and what special conditions of evaluation will be imposed and held constant for each learner.³⁸

Measurement of the performance objectives is a vital step, since the results provide objective data on whether or not the instruction has been effective in meeting the criteria established; they may provide clues as to the effectiveness of particular instructors or instructional methods; or they may call into question the validity of the objectives themselves. In short, feedback is provided into the system which can make it self-correcting.

However, designing and interpreting the measurement tools required, may necessitate the services of educational or psychological testing professionals. For example, certain changes in attitudes could be measured by pre- and post-testing using a device such as the Tennessee Self-Concept Scale. This scale consists of 100 self-descriptive

³⁸For a complete discussion of performance objectives see Robert F. Mager, Preparing Instructional Objectives (Belmont, California: Lear Siegler, Inc./Fearon Publishers, 1962); or H. H. McAshan, Writing Behavioral Objectives: A New Approach (New York: Harper & Row, 1970).

statements which the subject selects to portray his own picture of himself.³⁹ However, measurement instruments like this should be administered and interpreted only by competent psychologists.

Less sophisticated and more subjective measurements could be obtained by having the students tested on their overall ability to cope with typical police problems as judged by a panel of police supervisors. The students could be required to solve a series of short role-playing problems which are video-taped. The tapes could then be viewed and judged by the panel members who would have objective rating sheets to complete for each problem. The use of video-tapes would allow the action to be slowed or stopped at critical points for closer examination. The objectivity of the judges could be increased by assigning a number to each student and by having the students wear fencing masks as they perform in order to obscure their identity.

Whatever technique is used it is imperative that the intended outcomes of the instruction be measured as objectively as possible and at frequent intervals to keep the program responsive to the needs of both the learner and the department.

³⁹ The scale is self-administering and can be used with subjects having at least a sixth grade reading level. Some of the subscales are: 1) self-criticism, 2) self-esteem, 3) identity, 4) self-satisfaction, 5) behavior, 6) physical self, 7) moral-ethical self, 8) personal self, 9) family self, 10) social self. See William Fitts, Manual: Tennessee Self-Concept Scale (Nashville: Counselor Recordings and Tests, 1965).

A final aspect of evaluation must not be overlooked. Procedures should be established to measure the effect of time and practical experience on the strength and permanency of any attitude or behavior changes that took place in the role development process. For when the learners leave the contrived setting to which they have been exposed, they will return to their normal work environment where the contingencies of reinforcement may differ from those encountered in the video-taped role-playing situation. How effective and how long lasting the role development experience will be will depend on a multitude of variables, many of which may be beyond the control of the change agent, i.e., personality factors or the stimuli encountered in the work setting. Therefore, it is only through evaluation that a proper schedule of reinforcement can be developed that will insure that the learner is adequately exposed to information and experiences that intermittently reinforce whatever was encountered in the role development procedures.⁴⁰ Evaluation may show that similar episodes must be repeated as frequently as manpower and budgetary constraints will allow or it may show an entirely different picture of the effectiveness of Behavior Theory applied to the development of the police role.

⁴⁰ Behavior reinforced on an intermittent schedule has been shown to take longer to extinguish than behavior reinforced on a fixed-interval or continuous schedule. See Robert L. Burgess and Ronald L. Akers, "A Differential-Reinforcement Theory of Criminal Behavior," Social Problems, 14: 134, Fall, 1966.

CONCLUSION

The guidelines that have been furnished in this chapter reflect the compiled experience of numerous practitioners of both standard and video-taped role playing. They also reflect this reseacher's management and training experience and also his experience on the theatrical stage. It is hoped that this compendium and the guidance in the appendices will provide adequate and valuable information for any researcher wishing to pursue this project.

CHAPTER IV

THE HYPOTHESES, DEFINITIONS, AND POTENTIAL ERRORS

In order to formulate a basis for a status study statement or for the development of hypotheses, four questions are posed that relate to the use of video-taped role playing. The answer to these questions through the testing of the resultant statements or hypotheses, should allow conclusions to be reached concerning the extent of its use and factors in its use or non-use.

QUESTIONS

1. To what extent is video-taped role playing presently used by law enforcement agencies throughout the United States?
2. What is the relationship between the educational level of the head of a law enforcement agency's training function and the use of video-taped role playing?

3. What is the relationship between the educational level of the head of a law enforcement agency and the use of video-taped role playing?
4. What factor(s) dictate use or non-use of role playing in general and video-taped role playing specifically?

STATUS STUDY STATEMENT

1. Video-taped role playing is in use in less than five per cent of the law enforcement agencies in the United States.

HYPOTHESES

1. Video-taped role playing will increase in use as the educational level increases of the head of a law enforcement agency's training function.

Null Hypothesis: The educational level of the head of a law enforcement agency's training function is independent of that agency's use of video-taped role playing.

2. Video-taped role playing will increase in use as the head of a law enforcement agency's educational level increases.

Null Hypothesis: The educational level of the head of a law enforcement agency is independent of the use by that agency of video-taped role playing.

3. The use of video-taped role playing will increase as knowledge of the technique increases.

Null Hypothesis: The decision to use video-taped role playing is independent of knowledge of the technique alone.

DEFINITIONS OF TERMS USED

Law Enforcement Agency

For the purposes of this study, a "law enforcement agency" has been very narrowly defined. As used herein, it refers only to a state police force, a county department serving a population of over 50,000, or a municipal police force serving a populace of over 10,000.

Level of Education

For ease of sampling purposes, levels of education were stratified as follows: 1) below high school, 2) high school graduate, 3) 1-2 years of college, 4) 3-4 years of college, 5) over four years of college.

VARIABLES

Dependent Variable

In hypotheses #1, 2, 3, the dependent variable is the use of video-taped role playing.

Independent Variable

1. Hypothesis #1: The educational level of the head of a law enforcement agency's training function.
2. Hypothesis #2: The educational level of the head of the law enforcement agency.
3. Hypothesis #3: The existence of knowledge of the technique of video-taped role playing.

Intervening Variables

In hypotheses #1, 2, and 3 the following factors may exist as intervening variables:

1. The size of the department.
2. The size of the training staff.
3. Preconceived notions regarding the applicability of the technique to a particular agency.
4. The desires of the agency head.
5. Preconceived ideas regarding the time required for utilization of the technique.
6. The existence of funds for purchase of the needed equipment.
7. The ability of a training officer to secure approval to purchase the required equipment even if funds are available.
8. The existence of adequate facilities.
9. The presence of personnel within an agency who are qualified to utilize the technique as a teaching tool.

10. Previous experience with role playing or video-taped role playing that was not favorable.

Control of Variables

Variables will be controlled to the extent possible by the sampling procedures employed, and by the use of a questionnaire that will identify as many of the variables as possible. The variables identified through the questionnaire will be subjected to statistical analysis to determine their level of significance.

POTENTIAL ERRORS

Response Error in Sampling

The possibility exists that only a small number of questionnaires will be returned. Should this occur, it will be difficult to draw meaningful relationships from the data.

Sample Size Too Small

If the sampled number of states or the sampled number of cities in each stratification level is too small, then inferences should not be drawn from the sample.

Type I or II Error

If the sample size is too small or if the response error is too great, there is a probability that a true hypothesis could be rejected (Type I Error), or that a false hypothesis could be accepted (Type II Error). Appropriate statistical procedures must be employed to test the level of significance of the null hypotheses.

CHAPTER V

SAMPLING PROCEDURES

In determining the extent of use of video-taped role playing as a police training tool in the United States, it was first necessary to limit the population for sampling purposes. Cognizance was taken of the fact that over 1/3 of all the personnel involved in law enforcement are in fifty-five of the 40,000 separate law enforcement agencies. Those fifty-five agencies are the police departments of cities having a population of over 250,000 inhabitants.¹ Consequently, a decision was made to limit the sampling universe to law enforcement agencies in the United States serving cities over 10,000 inhabitants, counties having a population of over 50,000, and to include also all state police agencies as part of the sampling universe. It is recognized that this prohibits many, many small departments from having the opportunity to be sampled. But employing this cut-off sampling procedure is not expected to influence the results for two reasons. First, even though there may be a large number of separate law

¹President's Commission on Law Enforcement and Administration of Justice, The Challenge of Crime in a Free Society (New York: The Hearst Corporation, 1968), p. 240.

enforcement agencies serving cities less than 10,000 people, the actual number of personnel associated with those agencies is relatively quite small, since the majority of the 40,000 agencies is composed of one to three man departments.² Second, it is logical to assume that any agency serving a city population of 10,000 or less, or a county population of less than 50,000, would likely not possess the resources to invest in video-tape equipment.

After thus restricting the sampling universe, the next step was to conduct a multi-stage random sample which first involved selecting states and then cities from those states. The aim of the multi-stage procedure was to obtain 200 randomly selected agencies that would eventually be surveyed regarding their use of video-taped role playing.

SELECTION OF STATES

An initial decision was made to select fifteen states from which to choose the cities. This decision was subsequently subjected to statistical analysis and it was determined that a sample of this size should yield a .05 level of confidence that the mean of the sample

²Statement by E. Wilson Purdy, Lecture delivered at Michigan State University, 1966.

would be within .5 standard deviations of the mean of the population.³

It was therefore considered to be an adequate sample size.

In selecting the states a simple random sample was not deemed appropriate. California, with its 19 million people, certainly required greater representation in the sample than Alaska with its population of 300,000. Consequently, proportional sampling was resorted to. In doing this, consecutive numbers were assigned to each state in accordance with its share of the overall United States population. Thus, California having fifty-seven times the population of Alaska had fifty-seven consecutive numbers assigned while Alaska had only one. Table I shows how this was accomplished. The next step in the selection of states required reference to a table of random numbers and then picking the first 15 numbers between one and 607 which enabled a state to be selected. A withdrawal without replacement procedure was followed. The selected states are shown in Table II.

SELECTION OF CITIES

In selecting the cities a proportional stratified sample was taken. All cities over 10,000 population and counties over 50,000 in

³Wilfred J. Dixon and Frank J. Massey, Jr., Introduction to Statistics (New York: McGraw-Hill Book Company, 1969), p. 521.

TABLE I

METHOD OF DETERMINING PROPORTIONAL REPRESENTATION FOR
SAMPLING BASED UPON POPULATION FIGURES
FROM 1973 RAND McNALLY ROAD ATLAS

State	Consecutive Numbers Assigned	State	Consecutive Numbers Assigned
California	1-57	Washington	520-528
New York	58-111	Arizona	529-534
Illinois	112-144	Arkansas	535-540
Texas	145-177	Colorado	541-546
Pennsylvania	178-213	Kansas	547-552
Ohio	214-243	Missouri	553-558
Michigan	244-270	West Virginia	559-564
Florida	271-291	Oregon	565-570
New Jersey	292-312	Nebraska	571-573
Massachusetts	313-330	New Mexico	574-576
Georgia	331-345	Utah	577-579
Indiana	346-360	Rhode Island	580-582
Mississippi	361-375	Maine	583-585
North Carolina	376-390	Hawaii	586-587
Virginia	391-405	Wash. D.C.	588-589
Louisiana	406-417	Idaho	590-591
Maryland	418-429	Montana	592-593
Minnesota	430-441	New Hampshire	594-595
Tennessee	442-453	South Dakota	596-597
Wisconsin	454-465	North Dakota	598-599
Alabama	466-474	Delaware	600-601
Connecticut	475-483	Nevada	602-603
Iowa	484-492	Vermont	604-605
Kentucky	493-501	Wyoming	606
Oklahoma	502-510	Alaska	607
South Carolina	511-519		

TABLE II
RANDOMLY SELECTED STATES

1. California	9. Virginia
2. New York	10. Minnesota
3. Illinois	11. Alabama
4. Texas	12. Connecticut
5. Ohio	13. Colorado
6. Florida	14. Mississippi
7. Massachusetts	15. Oregon
8. Georgia	

the selected states were identified using a 1973 edition of the Rand McNally Road Atlas.⁴ Stratification of the selected population was as follows:

1. All counties and cities having a population of over 250,000 and all state law enforcement agencies.
2. Cities and counties having a population between 100,000 and 250,000.

⁴Rand McNally Road Atlas, United States/Canada/Mexico, pp. 118-127.

3. Cities and counties having a population between 50,000 and 100,000.
4. Cities with a population between 10,000 and 50,000.

The ratio of the numbers between stratifications was determined to be approximately 8:9:18:65. Following this ratio, then, the number of cities to be surveyed in each category was as follows: 1) 16, 2) 18, 3) 36, 4) 130, for a total of 200. See Table III, page 77, for further information on the derivation of these figures.

After the preceding numbers were established, the same procedures were followed for selecting the cities in each stratum as were followed for selecting the states, i.e., a number assigned to each city in each stratum; reference to a table of random numbers; selection of the appropriate city, county, or state agency to be surveyed. Appendix J contains a listing of the agencies that were selected in each stratum.

The confidence intervals of the sample sizes are listed below in Table IV.

TABLE III
DEVELOPMENT OF STRATIFICATION RATIOS

Number of Cities in Each Stratification Level					
State	Over 250,000	100,000- 250,000	50,000- 100,000	10,000- 50,000	Totals
California	23	22	51	193	289
New York	17	16	32	116	181
Illinois	8	13	25	124	170
Texas	12	15	32	93	152
Ohio	15	12	34	122	183
Florida	10	12	16	63	101
Mass.	10	5	20	74	109
Georgia	4	8	11	34	57
Virginia	3	10	7	25	45
Minnesota	5	4	6	49	64
Alabama	4	6	11	27	48
Connecticut	4	9	12	37	62
Colorado	2	7	7	14	30
Mississippi	1	3	5	22	31
Oregon	3	4	8	20	35
Total: each category	121	146	277	1013	1557
Per cent of all cities	8%	9%	18%	65%	100%
Number to be surveyed	16	18	36	130	200

TABLE IV
CONFIDENCE INTERVALS: STRATIFICATION LEVELS⁵

Level of Stratification	Probability	that \bar{X} will be within _____ standard deviations of the population mean
Over 250,000	.95	.5
100,000-250,000	.95	.4
50,000-100,000	.99	.4
10,000-50,000	.999	.25

⁵Dixon and Massey, loc. cit.

CHAPTER VI
METHODS OF GATHERING DATA

The empirical research data that was gathered came from only one source--a mailed questionnaire. The questionnaire was used to obtain data on the extent of use of video-taped role playing and to identify the variables in non-use of the procedure. The recipient of the questionnaire received an introductory letter and a research questionnaire containing eleven multiple-choice, coded items. (A sample of the questionnaire and letter is included in Appendix I.) Response error was dealt with by sending a follow-up letter to non-responding agencies after 15 days had elapsed from the time of the initial mailing. Time limitations precluded a third mailing, but nonetheless, 118 out of 200 questionnaires were returned for a 59% response rate from the two mailings that were conducted.

It was recognized that many agencies no longer conduct their own training and this complicated the questionnaire/random sample approach. Consequently, the survey incorporated a question that asked for information on whether or not the particular department conducted its own training. If it did not, the questionnaire asked the

respondent to provide information on the responsible regional or central training facility that conducts the training for it. In such cases an additional questionnaire was sent to the responsible agency indicated.

CHAPTER VII
ANALYSIS OF RESULTS

The questionnaire responses were pre-coded, which enabled a computer card deck to be easily prepared and sorts to be run. After completion of the sorts, the data was assembled into tables and subjected to statistical analysis. Three tests were performed on the data obtained relative to Hypotheses #1 and #2, which concerned the relationship between educational levels of the agency heads and the heads of training departments that were surveyed and the department's use of video-taped role playing.

In order to determine the degree of correlation between these variables, Cochran's Q formula for obtaining the coefficient of correlation was employed. Calculations were made according to the procedures outlined by Forcese and Richer.¹

A second test was conducted to determine the probability of any observed differences in usage of video-taped role playing among

¹Dennis P. Forcese and Stephan Richer, Social Research Methods (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1973), pp. 225-226.

the educational levels as being due to chance alone. This was done by computing the standard error of the percentage difference. Again the computations were made according to the procedures outlined by Forcese and Richer.²

In order to determine the relative independence of the variables in all three hypotheses, the chi square test was employed according to the procedures outlined by Dixon and Massey.³

In this study, probability was considered significant at the five percent level for all three hypotheses. In presenting the findings, unless otherwise indicated, frequently used qualifying adjectives are utilized to describe certain levels:

.05--significant

.01--highly significant

.001--extremely significant

²Ibid., pp. 226-230.

³Wilfred J. Dixon and Frank J. Massey, Jr., Introduction to Statistical Analysis (New York: McGraw-Hill Book Company, 1969), pp. 240-241.

CHAPTER VIII
INTERPRETATION OF RESULTS

GENERAL RESULTS

Response Rate vs.
Stratification Level

The best response rate came from the largest departments. Sixteen questionnaires were mailed to departments serving populations of over 250,000 and of these, twelve were returned (75%).

The second largest stratification level in terms of population served (100,000-250,000) returned 13 out of 18 questionnaires, for a return rate of 72 percent.

However, the lowest response rate (47%) came from the third level (50,000-100,000). Departments serving this population size returned only 17 out of 36 of the questionnaires that were mailed.

The lowest stratification level (10,000-50,000) returned 76 out of the 130 surveys that were sent out for a return rate of 58 percent.

Overall, 118 out of 200 questionnaires were returned for a response rate of 59 percent.

Number Responding vs.
Size of Department

<u>Size of Department</u>	<u>Number Responding</u>	<u>Size of Department</u>	<u>Number Responding</u>
1. 1-10 men	2	7. 101-150	8
2. 11-20	7	8. 151-250	9
3. 21-30	17	9. 251-500	5
4. 31-45	27	10. 501-1000	4
5. 46-70	10	11. over 1000	4
6. 71-100	10	12. Unknown	15
			<u>118</u>

Educational Levels

The mean educational level of agency heads was determined to be 14.86 years of education. Heads of training were slightly higher with an average of 14.93 years of education. Further breakdown of these educational levels is as follows:

	<u>Agency Head</u>	<u>Head of Trng</u>
Under high school	4 (3.4%)	2 (1.7%)
H/S graduate	29 (24.6%)	25 (21.2%)
1-2 yrs college	25 (21.2%)	30 (25.4%)
3-4 yrs college	27 (22.9%)	33 (28%)
Over 4 yrs college	30 (25.4%)	25 (21.2%)
Unknown	3 (2.5%)	3 (2.5%)
		<u>118</u>

	<u>Agency Head</u>	<u>Head of Trng</u>
H/S graduate or below	28%	23%
1-4 years of college	44%	53%
Over 4 years college	25%	21%

STATUS STUDY ANALYSIS

The extent of use of video-taped role playing in this sample was far grater than anticipated. The status study statement in Chapter Four projected that no more than five percent of the sample would be utilizing this technique. However, the results revealed instead that 41.5 percent of the departments surveyed were utilizing this instructional method (Table V). Use of the technique further increases when one analyzes those departments that are already involved in role playing. Among this group, almost 78% were also using video-tape in conjunction with their role playing sessions (Table VI).

TABLE V

EXTENT OF USE OF VIDEO-TAPED ROLE
PLAYING AMONG TOTAL POPULATION

	Num	%
Users	49	41.5
Non-users	69	58.5
TOTAL	118	100.0

TABLE VI
EXTENT OF USE OF V.T.R.P. AMONG
AGENCIES THAT USE ROLE PLAYING

	Role Playing		V.T.R.P.	
	Num	%	Num	%
Users	63	53.4	49	77.8
Non-users	55	46.6	14	22.2
TOTAL	118	100.0	63	100.0

HYPOTHESES ANALYSIS

Three hypotheses were set forth in Chapter Four regarding the use of video-taped role playing by law enforcement agencies throughout the United States. These hypotheses are presented in this section and discussed according to the findings of the study. To facilitate analysis, each of the three hypotheses shall be restated and discussed.

Hypothesis 1

Video-taped role playing will increase in use as the educational level increases of the head of a law enforcement agency's training function.

Through the use of the questionnaire, the respondents were stratified into five levels of education and into categories of users or non-users of video-taped role playing by their departments (Tables VII, VIIA).

TABLE VII
EDUCATIONAL LEVEL (HEAD OF TRAINING) VS.
USE OF VIDEO-TAPED ROLE PLAYING

	Level of Education: Head of Trng						Total
	Below H/S	H/S	1-2 yr Coll.	3-4 yr Coll.	Over 4 yr College	UNK	
Users	0	3	9	16	19	2	49
Non-users	2	22	21	17	6	1	69
Total	2	25	30	33	25	3	118

TABLE VIIA
CONDENSATION OF EDUCATIONAL LEVEL (HEAD OF
TRAINING) VS. USE OF VIDEO-TAPED ROLE PLAYING

	Education Level: Training Head			Total
	Above H/S	H/S and Below	UNK	
Users	44	3	2	49
Non-users	44	24	1	69
Total	88	27	3	118

Analysis of the above tables shows a very high coefficient of correlation of .81 between the educational level of the head of training and the use by an agency of video-taped role playing.

The observed percentage difference between users of video-taped role playing having a high school education or below as compared to those having above a high school education was also subjected to statistical analysis. It was found that the observed difference in use (39%) yielded a value of plus or minus 3.6 standard errors or a probability of less than .002 that the observed difference was due to chance alone.

Additionally, the chi square procedure, testing the dependency of the relationship between the educational level of the head of the agency's training function and use by the agency of video-taped role playing, was utilized. Tests were applied to the data in both Tables VII and VIIA. The data in Table VII yielded a test statistic of 24.52, substantially above the .001 level (18.467); the data in Table VIIA yielded a test statistic of 15.53, again substantially above the .001 level (10.828).

Based on this sample, the null hypothesis was clearly rejected and the research hypothesis was tentatively accepted.

Hypothesis 2

Video-taped role playing will increase in use as the head of a law enforcement agency's educational level increases.

As in the previous hypothesis, the research questionnaire was used to gain information whereby the respondents were stratified into five levels of education and into two categories of users and non-users of video-taped role playing by their departments (Tables VIII, VIIIA).

TABLE VIII

EDUCATIONAL LEVEL (AGENCY HEAD) VS. USE
OF VIDEO-TAPED ROLE PLAYING

	Educational Level: Agency Head						Total
	Below H/S	H/S	1-2 yrs College	3-4 yrs College	Over 4 yr College	UNK	
Users	0	7	9	11	20	2	49
Non-users	4	22	16	16	10	1	69
Total	4	29	25	27	30	3	118

TABLE VIIIA
EDUCATIONAL LEVEL (AGENCY HEAD) VS. USE OF
VIDEO-TAPED ROLE PLAYING

	Educational Level: Agency Head			Total
	Above H/S	H/S and Below	UNK	
Users	40	7	2	49
Non-users	42	26	1	69
Total	82	33	3	118

Analysis of the above tables produced a coefficient of correlation of .56 between the educational level of the head of an agency and the use by the agency of video-taped role playing.

The observed percentage difference between users of video-taped role playing having a high school education or below as compared to those having above a high school education was subjected to statistical analysis. It was found that the observed percentage difference in use (29%) yielded a value of plus or minus 2.56 standard errors or a probability of less than .01 that the observed difference was due to chance alone.

Additionally, the chi square procedure, testing the dependency of the relationship between the educational level of the head of a law enforcement agency and use by the agency of video-taped role playing, was employed. Tests were applied to the data in Tables VIII and VIIA.

The data in Table VIII yielded a test statistic of 14.24, significant at the .01 level; the data in Table VIIIA yielded a test statistic of 7.42, again significant at the .01 level.

Based on this sample, the null hypothesis was rejected and the research hypothesis was tentatively accepted.

Hypothesis 3

The use of video-taped role playing will increase as knowledge of the technique increases.

Based upon this hypothesis and the projections of the status study, the researcher expected to find a large number of persons not using video-taped role playing with the primary reason being that they were not aware of the technique. However, the data obtained did not support these expectations (Tables IX, X).

TABLE IX

KNOWLEDGE OF THE V.T.R.P. TECHNIQUE AS
COMPARED TO USE OR NON-USE

	Aware	Non-aware	Total
Users	49	0	49
Non-users	13	1	14
Total	62	1	63

The chi square procedure was used to test the dependency of the relationship between awareness of the technique of video-taped role playing and its subsequent use. While a degree of dependency was established between the two variables, significant at the .05 level, more important data was obtained from the 13 persons that were aware of the technique but were not using it. The questionnaire had asked the respondents to identify their reasons for not using video-taped role playing and 50% stated that lack of funds was their main reason for not using the technique (Table X). Thus it is apparent that variables other than knowledge of the technique influence its use.

TABLE X
REASONS GIVEN FOR NON-USE OF
VIDEO-TAPED ROLE PLAYING

Reason for non-use of V.T.R.P.	Number	%
1. Never thought of it	1	7.1
2. Equipment is too expensive	2	14.3
3. Money isn't available	7	50.0
4. Equipment has been ordered	4	28.6
5. No one trained to use it	0	0
6. Can't get approval to buy, but money is available	0	0
7. Tried, but it wasn't effective	0	0
TOTAL	14	100.0

OTHER RESULTS FROM DATA

While not directly related to the hypotheses being studied, other data was obtained from the questionnaire that should be presented at this point. The tables relating to this data are contained in Appendix K and only a brief statement of the relationships is included in this section.

1. Size of training departments are related to the size of the population served by the law enforcement agency. Test performed: chi square; Test statistic: 47.0; Critical value: 37.16 ($P_{99.5}$); Table XI.
2. The size of the department is related to the use of video-taped role playing. Test performed: chi square; Test statistic: 32.17; Critical value: 25.19 ($P_{99.5}$); Table XII.
3. The size of the department is related to the educational level of the head of the training function. Test performed: chi square; Test statistic: 21.03; Critical value: 20.48 ($P_{97.5}$); Table XIII.
4. No relationship was established between the educational level of the head of the training function and the amount that an

agency uses role playing. Test performed: chi square; Test statistic: 1.236; Critical value: 7.81 (P_{95}); Table XIV.

5. No relationship was established between the educational level of the agency head and the amount that an agency uses role playing. Test performed: chi square; Test statistic: .289; Critical value: 7.81; Table XV.
6. The primary reason for non-use of role playing was the lack of available facilities (40%). The second most frequently cited reason for not using role playing was the lack of anyone trained to use the technique (21.8%); Table XVI.
7. No relationship was established between the educational level of the head of training and the amount that an agency used video-taped role playing. Test performed: chi square; Test statistic: 3.729; Critical value: 15.51 (P_{95}); Table XIX.
8. No relationship was established between the educational level of the head of a law enforcement agency and the amount that an agency uses video-taped role playing. Test performed: chi square; Test statistic: 3.31; Critical value: 15.51 (P_{95}); Table XX.

CHAPTER IX

SUMMARY AND CONCLUSIONS

Chapter I of this thesis examined the theoretical foundations of a relatively new police instructional method. This method, video-taped role playing, was postulated as having its soundest theoretical foundation in modern Behavior Theory, a theory which concentrates its emphasis on operant behavior, or behavior governed by its antecedent environmental consequences.

Within this framework, Chapter II dealt with the dynamics of the formation and development of the phenomenological self, roles, and role behavior. These were subsequently related to role development, a concept which emerged as incorporating the essential elements of both education and training and is intended to eliminate the dichotomy between them.

Role development based on Behavior Theory was also examined within the framework of video-taped role playing and specific principles were established in this chapter for maximizing operant learning utilizing the sources of feedback in the video-taped role-playing process.

Practical considerations were dealt with in Chapter III, where guidance was furnished for developing a program of video-taped role playing. Part of the guidance furnished concerned the necessity for establishing clearly defined departmental goals and then relating the performance objectives of video-taped role-playing episodes to those goals. The various processes involved in video-taped role playing were discussed along with an analysis of the need for constant evaluation of the processes and also the goals. It was intended that the guidance furnished therein would enable future researchers to empirically test the application of Behavior Theory to the video-taped role-playing process for police role development.

Chapters IV through VIII were concerned with developing and analyzing hypotheses relative to use, and reasons for non-use, of video-taped role playing among law enforcement agencies of the United States. Chapter IV presented the hypotheses while Chapter V detailed the procedures whereby a proportional, stratified sample of 200 law enforcement agencies was selected for survey by mailed questionnaire concerning use and reasons for non-use of video-taped role playing.

The results of the survey were reported in Chapter VIII. In general, the major findings of the survey were: 1) that video-taped role playing is being used by law enforcement agencies much more than was originally projected; 2) that a highly significant relationship

exists between the educational level of the head of a law enforcement agency and also the head of a training function and the use by an agency of video-taped role playing.

The extent of use of video-taped role playing was also found to increase as awareness of the technique increased, but the availability of funds and facilities were more important in determining non-use of the technique than was lack of knowledge regarding it.

Recommendations

The scarcity of information in police literature concerning use of video-taped role playing by police led the researcher to conclude that little use was being made of the technique. However, the results of the questionnaire did not support this conclusion. These results should be verified by replication and, if supported, an attempt should be made to determine why the scarcity of information exists. Two of the several possible reasons that could account for this situation are: 1) the use of the technique may be in its embryonic stage and departments may yet not know enough about the efficacy of the technique to speak about it professionally; 2) those agencies that are using the technique may be employing it without a theoretical foundation and hence may be reluctant to discuss its use.

Another area that needs investigation is the success that departments are having with the technique and how the method is being employed among the various agencies that are involved in its use.

APPENDICES

APPENDIX A

APPENDIX A

GENERAL AND DERIVED PROPOSITIONS AND DEFINITIONS OF MODERN BEHAVIOR THEORY¹

Behavior is a function of stimulus events.

Def. 1: Those behaviors that are mediated by the autonomic nervous system are called "respondents."

Law of Respondent Behavior: All respondents are a function of antecedent stimulus events.

Def. 2: Those behaviors that are mediated by the somatic (central) nervous system are called "operants."

Law of Operant Behavior: All operants have the potential to produce stimulus events which alter the behaviors' future occurrence.

Law of Operant Reinforcement: All operants have the potential to produce events that will strengthen their future occurrence.

Def. 3: Those stimulus events which will strengthen the future occurrence of operants are termed, reinforcing events.

Law of Positive Reinforcement: Those events which will strengthen an operant's future occurrence include the presentation of stimuli.

¹Robert L. Burgess and Ronald L. Akers, "Are Operant Principles Tautological," Psychological Record, 16: 309-312, July, 1966.

Def. 4: Those stimuli whose presentation will strengthen an operant's future occurrence are called positive reinforcers; the process, positive reinforcement.

Law of Negative Reinforcement: Those events which will strengthen an operant's future occurrence include the removal of stimuli.

Def. 5: Those stimuli whose removal will strengthen an operant's future occurrence are called negative reinforcers; the process, negative reinforcement.

Def. 6: The strength of an operant before any known reinforcement is termed its "operant level."

Def. 7: The strengthening of an operant as a function of reinforcement is called "operant conditioning."

Def. 8: The response-contingencies that determine when reinforcement will be delivered are termed "schedules of reinforcement."

Def. 9: A schedule of reinforcement in which each operant is reinforced is called continuous reinforcement.

Def. 10: Any schedule of reinforcement which does not provide reinforcement following each response is called intermittent reinforcement. The following are instances of intermittent reinforcement.

10.1: Fixed-interval reinforcement is a schedule in which reinforcement is delivered following the first response after a constant period of time has elapsed since the last reinforcement.

10.2: Fixed-ratio reinforcement is a schedule of reinforcement in which every n^{th} response is reinforced.

10.3: Variable-interval reinforcement is a schedule of reinforcement in which the time intervals between reinforcement vary about a given mean.

10.4: Variable-ratio reinforcement is a schedule of reinforcement in which the number of responses between reinforcement varies about a given mean.

Ratio reinforcement produces a higher rate of responding than interval reinforcement.

Variable schedules produce more stable rates of responding than fixed schedules.

The strength of an operant is a function of the amount of its reinforcement.

Def. 11: We may call the number of reinforcements per given time period the frequency of reinforcement.

The strength of an operant is a function of the frequency of its reinforcement.

Def. 12: We may call the reciprocal of responses-per-reinforcement the probability of reinforcement.

The strength of an operant is a function of the probability of its reinforcement.

Law of Extinction: If an operant no longer produces its customary reinforcers, it will eventually return to its operant level.

Def. 13: Let us call the process whereby an operant returns to its operant level, extinction.

The amount of time elapsed between the onset of extinction and an operant's return to its operant level is a function of that operant's previous schedule of reinforcement.

The amount of time elapsed between the onset of extinction and an operant's return to its operant level is greater for and operant reinforced intermittently than continuously.

Ratio reinforcement produces a greater number of responses following the onset of extinction and an operant's return to its operant level than interval reinforcement.

The amount of time elapsed between the onset of extinction and an operant's return to its operant level is greater for interval reinforcement than for ratio reinforcement.

Def. 14: The strengthening of certain behaviors while others are being extinguished is termed differential reinforcement.

Law of Differential Reinforcement: Given a number of available operants, all of which produce the same reinforcer, that operant which produces the reinforcer in the greatest amount, frequency, and probability will have the higher probability of occurrence.

Law of Stimulus Discrimination: Differential reinforcement increases the future probability of an operant to a greater extent in the presence of stimulus conditions the same as those that were present during previous reinforcement.

Def. 15: The process whereby an operant is emitted only in the presence of certain stimuli is called stimulus discrimination.

Def. 16: Those stimuli in whose presence the strength of an operant is increased are termed discriminative stimuli.

Def. 17: Those stimuli in whose presence an operant is less likely to occur than in their absence are termed S-deltas.

Law of Conditioned Reinforcement: The same stimulus may function as a discriminative stimulus, thereby determining the strength of an operant that prevails in the presence of that stimulus, and as a reinforcer (conditioned), thereby determining the strength of the operant preceding that stimulus.

The establishment of stimulus as a discriminative stimulus is not a necessary condition for the establishment of that stimulus as a reinforcer (conditioned).

Law of Stimulus Satiation: As a function of past reinforcement, a reinforcer will temporarily cease to strengthen the operant that produced it.

Def. 18: The process whereby a reinforcer temporarily ceases to strengthen an operant is termed satiation.

Law of Stimulus Deprivation: The reinforcing power of a stimulus will be restored by depriving the organism of it for a period of time.

Def. 19: The process whereby the reinforcing power of a stimulus is restored through the withholding of that stimulus is termed deprivation.

Law of Stimulus Generalization Type I: Whenever a stimulus acquires discriminative stimulus properties, then other stimuli will also take on discriminative properties for the same operant to the extent that they are similar to the original discriminative stimulus.

Def. 20: The process whereby stimuli similar in nature acquire discriminative properties is termed stimulus generalization.

Law of Response Differentiation: Differential reinforcement has the potential to alter some specific property of an operant such as its duration, intensity, or topography.

Def. 21: The process whereby reinforcement alters an operant's duration, intensity, or topography is termed response differentiation.

Law of Neutral Stimuli: All operants have the potential to produce events which will not alter their future occurrence.

Def. 22: Those events which have no effect upon the strength of an operant are termed "neutral stimuli."

Law of Conditioning: A neutral stimulus may acquire reinforcing properties through temporal association with another reinforcer.

Def. 23: Those stimuli which can function as reinforcers without any special history of conditioning are called "unconditioned reinforcers."

Def. 24: Those stimuli which can function as reinforcers only after a special history of conditioning are called, "conditioned reinforcers."

The conditioned reinforcing effectiveness of a previously neutral stimulus is a direct function of the amount, frequency, and probability of reinforcement in its presence.

Law of Stimulus Generalization Type II: Whenever a stimulus acquires conditioned reinforcing properties, then other stimuli will take on reinforcing properties to the extent that they are similar to the original conditioned reinforcer.

Law of Punishment: All operants have the potential to produce events which will weaken their future occurrence.

Def. 25: Those stimulus events whereby an operant's future occurrence is weakened are termed punishing events.

Law of Positive Punishment: Those events which will weaken an operant's future occurrence include the presentation of stimuli.

Def. 26: Those stimuli whose presentation will weaken an operant's future occurrence are called punishers; the process, positive punishment.

Law of Negative Punishment: Those events which will weaken an operant's future occurrence include the removal of stimuli.

Def. 27: Those stimuli whose removal will weaken an operant's future occurrence are called negative punishers; the process, negative punishment.

Law of Differential Punishment: All the behavioral effects produced by punishers are analogous to those produced by reinforcers, except that the direction of change in the strength of the operant is reversed.

Def. 28: Those stimuli which can function as punishers without any special history of conditioning are called unconditional punishers.

Def. 29: Those stimuli (neutral and reinforcing) which can function as punishers only after a special history of conditioning are called conditioned punishers.

The amount of operant suppression produced by an operant-contingent punishers is a function of the intensity of that punisher.

Smaller intensities of punishers will produce complete operant suppression if they are paired with positive reinforcement for an alternative and incompatible operant.

When a punisher is delivered during extinction, it will reduce the number of responses and the amount of time required before an operant will reach its operant level as a function of the intensity of that punisher.

If a punisher is repeatedly paired with positive reinforcement, and reinforcement is not available otherwise, the punisher will become a discriminative stimulus for the operant, as well as a conditioned reinforcer.

APPENDIX B

APPENDIX B

LAWS OF OPERANT BEHAVIOR¹

1. A behavior may produce certain stimulus events and thereby increase in frequency. Such stimuli are called positive reinforcers and the process called positive reinforcement.
2. A behavior may remove, avoid, or terminate certain stimulus events and thereby increase in frequency. Such stimuli are termed negative reinforcers and the process, negative reinforcement.
3. A behavior may produce certain stimulus events and thereby decrease in frequency. Such stimuli are called aversive stimuli or . . . punishers. The entire process is called positive punishment.
4. A behavior may remove or terminate certain stimulus events and thereby decrease in frequency. Such stimuli are positive reinforcers and the process is termed negative punishment.
5. A behavior may produce or remove certain stimulus events which do not change the behavior's frequency at all. Such stimuli are called neutral stimuli.
6. A behavior may no longer produce customary stimulus events and thereby decrease in frequency. The stimuli which are produced are neutral stimuli, and the process, extinction. When a reinforcing stimulus no longer functions to increase the future probability of the behavior which produced it, we say the individual is satiated. To restore the reinforcing property of the stimulus we need only deprive the individual of it for a time.

¹Ronald L. Burgess and Ronald L. Akers, "A Differential Association-Reinforcement Theory of Criminal Behavior," Social Problems, 14: 133, Fall, 1966.

APPENDIX C

APPENDIX C

SAMPLE PROJECT PROCEDURE TIME CHART

Phases		I				II				III			IV
Months		1	2	3	4	5	6	7	8	9	10	11	12
MOBILIZE STAFF		.											
PREPARE ALL TRAINING MANUALS AND EVALUATION FORMS		.	.	.									
ORDER AND ASSEMBLE EQUIPMENT AND MATERIAL		.	.	.									
TRAINING	VTRP Staff					.	.						
	Remote unit operators					.	.						
	Instructors				.	.	.						
PROJECT CONFERENCES	Line, Staff, Admin	.	.	.	.			.		.			.
	VTRP Unit	.	.	.	.			.		.			.
	Consultants: Tech(T) Educ(E), Psyc(P)	T E P			T E P				E P				T E P
ESTABLISH PRODUCTION PROCEDURES			.										
PREPARE	Scripts			.	.	.	.		
	Sets			.	.	.	.		
	Props			.	.	.	.		
PRODUCTION REHEARSALS							.	.					
INSTALL EQUIPMENT					.								
ROLE PLAYING	Recruit								.	.			
	Detective										.		
	Supervisor										.		
ANALYSIS				.			.	.	.	.	.
EVALUATION								.					.

APPENDIX D

APPENDIX D

SAMPLE LISTING OF SUBJECTS SUITABLE FOR VIDEO-TAPED ROLE PLAYING

Recruit School

Patrol Procedures

- Driving while intoxicated: accident with injuries
- Officer-violator relationships
- Suspicious persons and vehicles
- Juvenile disturbance
- Public intoxication
- Family disturbances
- Burglary in progress: use of force
- Handling mentally disturbed
- Booking procedures
- Traffic stop/narcotics arrest
- Suicide attempt
- Bank robbery with hostages
- Stop and frisk

Courtroom Procedures

Crime Scene Search

Community Relations

- Assault (Between opposing racial or ethnic groups)
- Minority group confrontation
- Street interrogation of suspicious subjects
- Property line dispute (civil)
- Routine call for service, i.e., stalled vehicle

Detective School

Crime Scene Investigation
 Crime scene search
 Preservation of evidence
 Interviewing witnesses

Interrogation of Suspects

Surveillance

Undercover Assignments

Supervisors

Training of Subordinates

Introducing Change

Discipline

Communication with Subordinates

Resolving Disputes between Subordinates

Acceptance of Gratuities

APPENDIX E

APPENDIX E

SAMPLE VIDEO-TAPED ROLE PLAYING EPISODES

I. RECRUIT SCHOOL

A. Patrol Procedures

1. Officer-Violator Relationships

a. Speeding

_____ Officer:	Observes violator exceeding speed limit (70 in a 50). Do your duty.
_____ Actor:	Hurrying to get home for Anniversary Party. You were detained by detectives who were investigating a burglary of your coffee shop. You know a lot of high ranking police officers.
Purpose:	Proper procedures (approach to vehicle, etc.) Dialogue with violator (attitude, response); Proper application of law.
Props:	Marked unit, Sedan, Walkie-Talkie

b. Speeding

_____ Officer:	Observes violator exceeding speed limit (70 in a 50). Do your duty.
_____ Actor:	Resist all efforts by officer to resolve the situation. Force the officer to make a decision by creating a Disorderly Conduct, Assault, or Obstructing Arrest, situation.

Purpose: Proper procedures (approach to vehicle, defensive tactics, etc.)
 Dialogue with violator (attitude, response); Proper application of law; Laws of arrest, search, & seizure.

Props: Marked unit, Sedan, Walkie-talkie

c. Weapon in rear seat: loaded

_____ Officer: Stops vehicle for passing stop sign.

_____ Actor: Hurry to get home. You run a stop sign. You have a loaded shotgun in the back seat of your car. There have been a lot of assaults in your neighborhood and you carry it just in case. You don't know it's against the law. Submit to everything the officer asks of you.

Purpose: Procedures (approach to vehicle)
 Radio (computer check of weapon)
 Powers of observation; Application of laws; Arrest, search & seizure.

Props: Marked unit; Sedan; Walkie-Talkie; Shotgun; Dummy rounds

d. Weapon in rear seat: unloaded

_____ Officer: Stops vehicle for passing stop sign.

_____ Actor: You are in a hurry to get home and run a stop sign. You have a shotgun (unloaded) on the rear seat of your car. You are an avid hunter (friend of the police) and usually carry the gun in your car.

Purpose: Approach to vehicle; Powers of observation; Application of the law: weapons, search & seizure; Dialogue with violator (attitude, response, etc.)

Props: Marked unit; Sedan; Walkie-Talkie;
Shotgun; Dummy Rounds.

e. Fraudulent License

_____ Officer: You stop a vehicle for passing a red light. Do your duty.

_____ Actor: Officer stops you for passing a red light. You know you are guilty and you carry a phony license for which you paid \$125.00. Agree with officer on all matters except the licence. As far as you are concerned, it is legitimate.

Purpose: Approach to vehicle; Dialogue with operator; Ability to detect fraudulent licence; Laws and techniques of arrest.

Props: Marked unit; Sedan; Walkie-Talkie;
Fraudulent license.

2. Commitment

a. Detecting an elopee

_____ Officer: You are walking your usual foot post.

_____ Actor: You are an elopee from the State Mental Hospital. Display erratic behavior to draw the officer's attention. Then act placidly.

Purpose: Detecting an elopee; Method of handling (approach, dialogue); Application of the law. Arrest procedure & technique.

Props: State Hospital I.D. card; Walkie-Talkie.

b. Detecting and subduing an elopee

_____ Officer: You are walking your usual foot post.

_____ Actor: You are an elopee from the State Hospital and have a strong fear of the police. Act erratically to attract the officer's attention then display fear & a hostile attitude. Make the arrest difficult.

Purpose: Same as 2b but under violent circumstances.

Props: State Hospital I.D. card; Walkie-Talkie; Inert Mace can.

c. Call for services: routine commitment

_____ Officer: You are assigned to sector patrol and receive a call "10-17" possible commitment. Respond to "home" and handle.

_____ Actor #1: You are docile and obliging. Sit and stare and respond in monotone if questioned. Go along with anything the police request. You contemplated suicide; answer yes if asked. Refuse to go to hospital if asked.

_____ Actor #2: Your brother (actor #1) threatened suicide. He was found in his present location with a razor blade. He has no past history of mental illness. You want him committed for his safety. The family doctor is not available.

Purpose: Voluntary commitment? 2 Physicians? Call for Public Health Officer or Supervisor.

Props: Portable room; razor blade.

3. First Aid (aided case: scooter patrol)

_____ Officer: While on scooter patrol you observe someone signaling frantically; Respond.

_____ Actor #1: You had a chest pain and find it difficult to breathe. As police arrive you grab your chest, go unconscious & stop breathing.

_____ Actor #2: You observed the response of the officer & the man's collapse. You respond & offer assistance. Comply with any instructions from the officer. Respond to any questions asked by the officer after aid has been rendered.

Purpose: Application of First Aid procedures; Proper use of the resuscitator; Notification procedures; Obtaining information from witnesses.

Props: Scooter; Resuscitator; Walkie-Talkie.

4. Stop & Frisk

a. Concealed burglar tools

_____ Officer: While on foot patrol in a business district you observe a male subject standing in a doorway. It is 0400 hours on a Friday morning.

_____ Actor: You are a burglar who intends to break into "Ted's Ties" store. You are carrying various burglar tools but they are well concealed. Before you gain entry you hear a policeman approaching and decide to stand nonchalantly in the doorway. If questioned you "took a walk because you couldn't sleep."

Purpose: Interrogation technique; Knowledge of "stop & frisk" laws.

Props: Burglar tools; Simulated store front.

b. Bulge in pocket

_____ Officer: While on foot patrol in a business district you observe a male subject standing in a doorway. It is 0400 on a Friday morning.

_____ Actor: You are a burglar who intends to break into "Ted's Ties" store. You are carrying various burglar tools but they create a bulge under your jacket. Before you can gain entry you hear a policeman approaching and decide to stand non-chalantly in the doorway. If questioned, you "took a walk because you couldn't sleep."

Purpose: The same as 4a.

Props: The same as 4a.

c. Owner Closing Store

_____ Officer: You are on foot patrol in a business district at 0300 hours on a Friday morning.

_____ Actor: You are the owner of a business, "Ted's Ties," who had to work late to complete some bookkeeping. You finish up at 3 a.m. (begin locking the front of your store as the policeman approaches). You have no identification.

Purpose: Powers of observation; Questioning techniques; Knowledge of stop & frisk law.

Props: Key to simulated store front; Simulated store front; Walkie-Talkie.

5. Juvenile Disturbance

a. Blocking Doorway

_____ Officer: While on foot patrol you observe several youths congregating near the entrance to a store. You notice that a few store customers have been inconvenienced by the location and actions of the boys. Do what you feel is necessary.

_____ Actor #1: You and a few of your friends meet at a shopping center. While you are talking a police officer approaches the group. If he attempts to move you:

- a. Ask why, you are not bothering anyone.
- b. Ask what laws you are breaking.
- c. Ask him where you can congregate.
- d. Ask why cops "hate young guys."

_____ Actor #2: Support your friend's point of view in his discussion with the police officer.

_____ Actor #3: Support your friends.

_____ Actor #4: You've had trouble with the juvenile authorities before and don't like police. You refuse to move if the officer attempts to have you do so.

Purpose: Tactful approach; Attitude in discussion; knowledge of the law.

Props: Simulated store front.

6. Family Disturbances

a. Husband drunk; hits wife

_____ Officer #1: You both respond to a family disturbance call and approach the home together. The only information you have is that the call is from a female who states her husband has assaulted her.

_____ Actress: Your husband came home from work in a miserable state of mind. You have two teenage sons. Your husband appears to have been drinking and you see him smack your 2 boys and send them to bed. You can see no good reason for his actions and you told him so. He responded by smacking you. He has hit you before, but this was the last straw. You call the police for help.

_____ Actor: Your wife made strong objections to the way you disciplined your children (2 teenage boys) this evening. You had a few beers before you came home tonight and the kids bugged you so you decided to "shape them up" by smacking them and sending them to bed. Your wife has been nagging you ever since and you decided to "shape her up" with the same treatment (minus the trip to bed). After you smack her she calls the police. You are a conservative and like cops, but you resent their interference in your family affairs.

Purpose: Procedures (separation); Attitudes; Amount of force; Change in approach when needed; Interview technique; Knowledge of the law.

Props: Simulated house front & room; Walkie-Talkie.

b. Separated; He comes back & will not leave.

_____ Officer #1: You respond, along with your partner, to a "10-17" Family, female complainant.

_____ Officer #2: " "

_____ Actress: You have been separated informally from your husband for 4 months. He stopped by to see you to attempt reconciliation. You want no part of him and call the police to have him taken out of the house.

_____ Actor: You had a few drinks after completing a successful business deal. You decide to patch things up with your wife who you have been separated from for 4 months. Your attempt is rejected by her and you wind up in an argument. You are not legally separated and you decide to sleep at the house tonight. Refuse to leave on grounds it's your home as well as hers.

Purpose: Procedure (separation, self-defense) Attitudes, amount of force, change in approach when needed. Interview technique. Knowledge of the law.

Props: Simulated house front & room; Walkie-Talkie.

c. Argument; She is drunk

_____ Officer #1: You respond, along with your partner, to a "10-17" Family, female complainant.

_____ Officer #2: " " "

_____ Actress: Your husband comes home late again. He claims he worked late. You have been drinking because of boredom. He gets aggravated and curses you when you question him. You are afraid and call the police. After police arrive find an opportunity to hit your husband.

_____ Actor: You come home from work late (legitimately). Your wife has been drinking and she begins to question you about your working late, implying that she doesn't believe you were working. You become angry and curse at her and shout loudly. When police arrive you answer the door and deny that anyone called the police. If police insist, allow them to enter but object violently.

Purpose: Procedures (separation, self-defense); Attitudes; Amount of force; Change in approach when needed; Interview technique; Knowledge of arrest laws.

Props: Simulated house front & room; Walkie-Talkie.

c. Weapon in the house

_____ Officer #1: You respond, along with your partner, to a "10-17" Family, female complainant.

_____ Officer #2: " " "

_____ Actress: You had an argument with your husband over money and bills. He threatened to kill you. You are afraid because he has a gun somewhere in the house. You call the police and would like him out of the house while he is in this mood. Go along with police advice.

_____ Actor: Your wife has been buggin you about money and bills. You lose your temper and threaten to kill her. You have a weapon hidden in the house but you deny it if asked. Act passively with police when they arrive; go out of your way to be obliging. Go along with police advice. (If police find the weapon, do not say a word. Refuse to talk.)

Purpose: Procedure (separation, self-defense). Attitudes; Amount of force; Change in approach when needed; Interview technique; Knowledge of search & seizure laws.

Props: Simulated house front & rooms; Blank pistol; Walkie-Talkie.

7. Possible Burglary in Progress

a. One burglar runs away

_____ Officer #1: You respond to a "burglary in progress" call at a factory building in an industrial park. A silent alarm hooked up to the precinct has been set off. You know the building does not have a night watchman. The operator assigned to the call is familiar with the layout of the building. The rear of the building has a door that is open, but there is no sign of forced entry. K-9 is not available. It is a busy tour and your supervisor is not available. Do your duty.

_____ Burglar #1: You are hooked on drugs and need money. The other burglar you are with promised you enough money to take care of your habit for months if you gave him a hand on this job.

When you see the police enter the factory, you panic and run away with your hands up yelling "don't shoot."

_____ Burglar #2: You are breaking into a safe in an industrial building. Your partner, a lookout, panics when he sees the police and runs away. Conceal yourself and attempt to shoot police if they expose themselves.

Purpose: Entry procedures; Command of the situation; self-defense; knowledge of the law (burglary, arrest, use of force). Searching techniques.

Props: Simulated building and office area; Fencing masks (6); inert Mace; plastic ammunition.

b. One burglar gives up; another concealed.

_____ Officer #1: Same as 7a.

_____ Officer #2:

_____ Officer #3:

_____ Officer #4:

_____ Burglar #1: You are breaking into a safe in an industrial building when the police enter the building. Let them discover you and then surrender and follow their instructions. Don't answer any questions.

_____ Burglar #2: You are acting as a lookout for a safe cracker. When police enter be sure you are concealed. After the arrest of burglar #1, look for an opportunity to either get the drop on all the police or at least shoot any or all.

Purpose: Same as 7a.

Props: Same as 7a.

9. Robbery in Progress; Hostage

_____ Officer #1: You respond, along with your partner, to a "robbery in progress" call at a bar and grill. Do your duty.

_____ Officer #2: " " "

_____ Actor #1: You commit a robbery at a bar and grill and decide to take a hostage with you as a shield. You leave the bar just as the police arrive. Use your hostage as a shield and threaten to kill him/her if the police don't drop their guns.

_____ Actor #2: You are used as a hostage in a robbery. Do not attempt to resist. Do as actor #1 commands you.

Purpose: Knowledge of law and procedure; self-defense; reaction in stress situations.

Props: Marked P.D. unit; blank ammo; Walkie-Talkie; Pre-fabricated Bar & Grill front; Blank pistol.

10. Possible Robbery in Progress: Petit larceny

_____ Officer: You are walking your foot post at approximately 1700 hours on a Friday evening.

_____ Actor #1: You are a bartender and you spot a customer taking a bottle from your shelf. He sees you spotting him and he runs out of your bar. You chase after him yelling, "I've been robbed! Stop him--I've been robbed."

_____ Actor #2: While stealing a bottle of whiskey from a bar, the owner sees you and you run out of the bar with the bottle. If you see a policeman, run the opposite way. Don't stop.

Purpose: Powers of observation; Knowledge of the law; reaction in a stress situation.

Props: Pre-fabricated liquor store front; Whiskey bottle; Blank ammunition.

11. Public Lewdness: Female Complainant

_____ Officer: You receive a disturbance call from in front of a bar; Irate female complainant states a man inside exposed himself to her.

_____ Actress: You were walking down the street when a male subject exposed himself to you. You are upset and excited. When the officer arrives, you advise him that the perpetrator looks just like a subject you observed sitting in the bar.

_____ Actor #1: You've been sitting in the bar for the past 3 hours. You're shocked at the woman's accusation. Demand that the officer fully investigate the charge.

_____ Actor #2: You're a bartender. You verify the accused story.

Purpose: Interview technique; Laws of arrest; Use of Discretion.

Props: Pre-fabricated bar & front of bar; Appropriate accessories.

12. Stolen Motor Vehicle

_____ Officer: You receive radio call pertaining to a subject sleeping in a vehicle that has been parked in the same spot for the last two weeks. Do your duty.

_____ Actor: You have stolen a motor vehicle and have been living in it for the last two weeks. The vehicle has been wired to start without keys. Attempt to talk the officer out of an arrest when he responds. If the officer places you under arrest--resist.

Purpose: Proper procedures (approach to vehicle, identification of the suspect, etc.); Dialogue with the violator; Laws of arrest; Self-defense; Amount of force.

Props: Vehicle wired to start without keys; Walkie-Talkie; Inert Mace.

13. Homocide

_____ Officer: You are patrolling a foot post and are advised by a passerby that a stabbing has taken place.

_____ Actor #1: Run past the police officer and state that you just observed a knifing. You do not want to get involved, so advise the officer and keep on going.

_____ Actor #2: You have been knifed in the chest and are dead.

_____ Actor #3: You are a high ranking officer of the police department. Attempt to foul up the crime scene in minor ways.

Purpose: Proper procedures; Crime scene protection techniques; preservation of evidence.

Props: Simulated house front and room; Dummy knife; red stain.

B. Community Relations

1. Property Line Dispute (civil)

_____ Officer: You respond to a call requesting police intervention in a loud argument between two neighbors. One man is reported to have an axe in his hand.

_____ Actor #1: You are a white male and have moved into your present house six months ago. You have a Black neighbor who has lived there for 8 years. You've decided to erect a fence to separate your back yard from his. You begin to chop down a tree that is located where you plan to erect the fence and which you believe is on your property. You are questioned by your Black neighbor and you become angry & abusive. You finally tell your wife to call the police.

_____ Actor #2: You are a black male who has been living in your house for the last 8 years. While raking leaves in the front yard you observe your new neighbor (white) attempting to cut down a tree which you believe is on your property. You feel you have to stop him before he damages the tree but you don't want any violence and will avoid it.

_____ Actress: Wife of Actor #1. Firmly support your husband in his dispute; agree with all he says.

Purpose: Proper procedures (prevention of violence; approach); attitude; dialogue with disputants; knowledge of the law.

Props: Tree; Ax; Rake; Pre-fabricated house fronts.

2. Street Interrogation: Suspicious Subject

_____ Officer #1: You and your partner are patrolling a residential area that has had some

_____ Officer #2: minor thefts recently. You observe a man walking down the street carrying what appears to be a record player. The suspect is Black. The neighborhood is 100% white.

_____ Actor: You are a Black male returning from your girlfriend's house a couple of blocks away. You picked up a record player that you loaned her last week. If asked, you will tell the police that your girlfriend is white and how good a time you had with her. You resent being questioned by the police and you tell them so. You think they are just trying to harass you. However, you will cooperate, but reluctantly so.

Purpose: Proper approach & attitudes; Dialogue with the suspect; Knowledge of the law.

Props: Residential area; Marked patrol vehicle; Record player.

II. SUPERVISORS SCHOOL

A. Personal Appearance Problems

- _____ Actor: You called the police to report the theft of your automobile. The officers are now in your home taking the report.
- _____ Officer #1: You and your partner responded to a residence to take a complaint of a stolen automobile. You are now interviewing the complainant in his home. You look sharp, uniform neat and properly worn.
- _____ Officer #2: You are doubled with the first officer in a sector car. You also are in the living room of the complainant's home, but you have left your hat in the patrol car and your jacket is unbuttoned. Your shoes are not polished. When questioned by the Sergeant, you become belligerent and argumentative. This is not the first time he has called you on your appearance and you feel he's picking on you.
- _____ Supervisor: You are responding to the location of an auto theft complaint to meet the officers for a spot check. You are checking because you've had trouble with one of these officers in the past about his appearance. You enter the complainant's house after the officers have begun the interview.
- Purpose: To test observation and application of good supervisory techniques.
- Props: Two marked units; Pre-fabricated house front; simulated room & a living room set.

B. Personal Problems

- _____ **Officer:** You are a regular sector car operator with three years experience. You have not been able to concentrate on your work recently because you are preoccupied with personal problems. Two months ago your wife left you and recently all the details of the separation agreement have been on your mind. If the sergeant asks what the problem is, do not immediately divulge it. Say everything is O.K. Eventually explain your problem.
- _____ **Supervisor:** You are the regular supervisor for the patrolman in question. You have noticed a change in his performance recently. He was a very aggressive and competent man with a congenial attitude, but in the past several weeks his performance has dropped to the point of bare acceptability and his attitude has changed for the worse. He has used all his compensatory time and personal leave days during the last two months. He also has used an unusually high number of sick days of late. You have called the officer into your office to find out what is wrong.
- Purpose:** To test interview techniques and leadership ability (motivation, empathy, interest in subordinate's welfare).
- Props:** Personal record of the patrolman regarding personal leave, sick time, vacation, etc.; Office setting.

C. Civilian Complaint of Abusive Treatment

_____ Actor: You were stopped by a cop for speeding (45 in a 30) and given a summons. The violation was valid, but the cop was foulmouthed and angry. He said things like, "What the hell's the hurry pal?" and "I ought to lock your damn ass up." There didn't seem to be any reason for the cop to be angry. You pulled over as soon as you realized the cop wanted you to. You are now at the precinct to complain and are very angry yourself, since your wife and kids were in the car and had to listen to what the officer was saying. Even though its after normal duty hours you want to see the Chief, the Captain, the Sergeant, or someone who has some authority. You want this officer taken care of!

_____ Officer: About twenty minutes ago you pulled a guy over for speeding 45 in a 30. You had to pursue him for about 3 blocks before he finally stopped and before you could pull him over another auto almost struck your car. Consequently you were quite angry and may have said some things that you shouldn't have although you can't remember exactly what they were. You came into the station for some coffee and you see the guy you gave the ticket to complaining to your supervisor. You would be willing to apologize if your supervisor would ask you to.

_____ Supervisor: You are the shift supervisor on the 4-12 shift. At about 9 p.m. a citizen appears at the precinct to complain about a patrolman who gave him

a ticket. That same patrolman has a long record of minor complaints against him. The patrolman is available (in the precinct).

Purpose: Test for knowledge of supervisory techniques, skill in interviewing, willingness to act.

Props: Simulated citation; Simulated supervisor's office.

D. Attention to Duty

1. Sleeping

_____ Officer #1: You are a regular sector car operator. After picking up the footman and having coffee, you ask him to listen to the radio. You put your head back and fall asleep. You are working an extra job because of money problems and worked all day yesterday. It is 0430. The Sergeant is a former squad member who worked the adjoining sector car and you know him well and used to be on a first-name basis with him.

_____ Officer #2: You are a footman. The sector car operator picked you up for coffee at 0400 and you just finished it. You agree to listen to the radio. You take off your hat and relax and inadvertently fall asleep.

_____ Supervisor: You find one of your patrol units parked behind a shopping center at 0430. The footman is in the car and both men are asleep. Both men have good records of performance. Prior to making Sergeant you used to be a fairly good friend of the sector car operator, but you have purposefully

tried to let the relationship diminish since being promoted.

Purpose: Test for application of good supervisory techniques, leadership, etc.

2. Grouping

_____ Officer #1: You are a regular sector car operator (101) in a doubled unit. It is a quiet Sunday evening (2030 hrs). You have met with an adjoining sector unit for coffee in a secluded area.

_____ Officer #2: Partner of Officer #1. You have met with an adjoining sector unit for coffee in a secluded area. It's a quiet Sunday evening.

_____ Officer #3: You are a regular sector car operator of the adjoining sector (102). You have your footman with you and you are out of your sector meeting 101 sector unit.

_____ Officer #4: You are assigned to a footpost in 102 sector. You are in unit 102 and having coffee with the sector car operators.

_____ Supervisor: You discover two sector cars together, one of which is a mile out of his sector area. The car which is out of his area also has his footman with him.

Purpose: Test for application of supervisory techniques, and decisiveness, etc.

Props: Two or three patrol vehicles; coffee containers.

E. Gratuities

- _____ Officer: You are a regular sector car operator. You have four bottles of liquor in your car which were given to you by a businessman in your sector for Christmas. The Sergeant meets you for a regular inspection and you attempt to give him one of the bottles. Act as if it is a perfectly proper thing to accept the "gift." Justify it, if necessary, by saying that it's Christmas, "What can it hurt? It's just a small gift. It's not like taking money," etc.
- _____ Supervisor: You are meeting the sector car for a normal inspection of the sector car and check of the officer. It's only a couple of days before Christmas.
- Purpose: Discussion of gratuities; application of good supervisory techniques; Leadership by example.
- Props: Two patrol units; Four bottles of liquor.

APPENDIX F

APPENDIX F

SAMPLE INSTRUCTOR'S GUIDE

(A basic blueprint for use in planning and monitoring a video-taped role-playing episode)

1. Type of problem situation: (i.e., Community Relations)
2. Performance objective: _____

3. Description of the problem: _____

4. Time limits for problem phases:
 - a. Warm-up (if required): _____
 - b. Participant selection: _____
 - c. Explanation of participant roles: _____
 - d. Class briefing: _____
 - e. Role playing time: _____
 - f. Discussion: _____
 - g. Reenactment (if required): _____
 - h. TOTAL: _____
5. Special instructions for the instructor in setting up the problem: _____

6. Physical layout checklist:

a. _____	d. _____
b. _____	e. _____
c. _____	f. _____

7. Supplies & equipment other than the physical layout:

- | | |
|----------|----------|
| a. _____ | d. _____ |
| b. _____ | e. _____ |
| c. _____ | f. _____ |

8. Specific instructions to role players:

Role #1	Role #2	Role #3
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

(To be supplemented by individual instruction cards for Role #1, Role #2, Role #3, etc.)

9. Observer Score Cards available as required.
10. Discussion period (based upon scores & comments from Instructor/Observer Score Cards)

APPENDIX G

APPENDIX G

SAMPLE OBSERVER/INSTRUCTOR RATING SHEET

Participant _____ Observer _____

Situation _____

	Circle your evaluation of each aspect of the participant's performance								
	<u>Good</u>		<u>Avg</u>		<u>Poor</u>		<u>N/A</u>		<u>Comments</u>
1. Approach to the scene.	7	6	5	4	3	2	1	0	_____
2. Initial positioning of the officers	7	6	5	4	3	2	1	0	_____
3. Control of the situation	7	6	5	4	3	2	1	0	_____
4. Attitude expressed	7	6	5	4	3	2	1	0	_____
5. Attitude implied	7	6	5	4	3	2	1	0	_____
6. Effectiveness of the dialogue with the violator	7	6	5	4	3	2	1	0	_____
7. Knowledge of departmental procedures	7	6	5	4	3	2	1	0	_____
8. Knowledge of the law	7	6	5	4	3	2	1	0	_____

9.	Use of discretion	7	6	5	4	3	2	1	0	<hr/>
10.	Use of force:									
	a. Amount	7	6	5	4	3	2	1	0	<hr/>
	b. Proficiency	7	6	5	4	3	2	1	0	<hr/>
	c. Timeliness	7	6	5	4	3	2	1	0	<hr/>
11.	Search	7	6	5	4	3	2	1	0	<hr/>
12.	Other:									
	a. Use of radio	7	6	5	4	3	2	1	0	<hr/>
	b. Powers of ob- servations	7	6	5	4	3	2	1	0	<hr/>
	c. Reaction to stress	7	6	5	4	3	2	1	0	<hr/>
13.	Overall Evalu- ation	7	6	5	4	3	2	1	0	<hr/> <hr/> <hr/>

APPENDIX H

APPENDIX H

EQUIPMENT LISTING FOR VIDEO-TAPED ROLE PLAYING¹

The basic equipment components necessary for video-taped role playing include a T.V. camera, a video-tape deck for recording and playback, T.V. monitors for the classroom and the recorders, and an audio system. Purchase, rent, or lease of a single manufacturer's system would probably be required, since normally there is no compatibility of equipment across producer lines. For those interested in obtaining the required equipment, the following additional suggestions are offered:

Cameras

A minimum of two, three if possible, should be used in order to provide complete coverage of the action from front and side angles. A plumbicon tube is preferred over a vidicon tube to eliminate lag in picture in low-light level situations. An alternative is to use some artificial light with vidicon.

¹Suffolk County Police Department, "T.V. Role-Play: Logistical Problems," pp. 97-99, n.d. (mimeographed); John Fakler, "T.V. Role Playing for Training," Law and Order (February 1970), 33-34.

All cameras should be on dollies to permit movement quickly and each camera should be equipped with a zoom lens.

Recorder

Any good 1/2" or 1" helical scan recorder is adequate. However, 1" tape produces far better quality pictures than 1/2" tape.

T.V. Monitor

A 23" screen for each group of 40 students in the classroom setting should be considered the minimum requirement. There must also be a 9" monitor at the recorder for each operating camera.

Audio

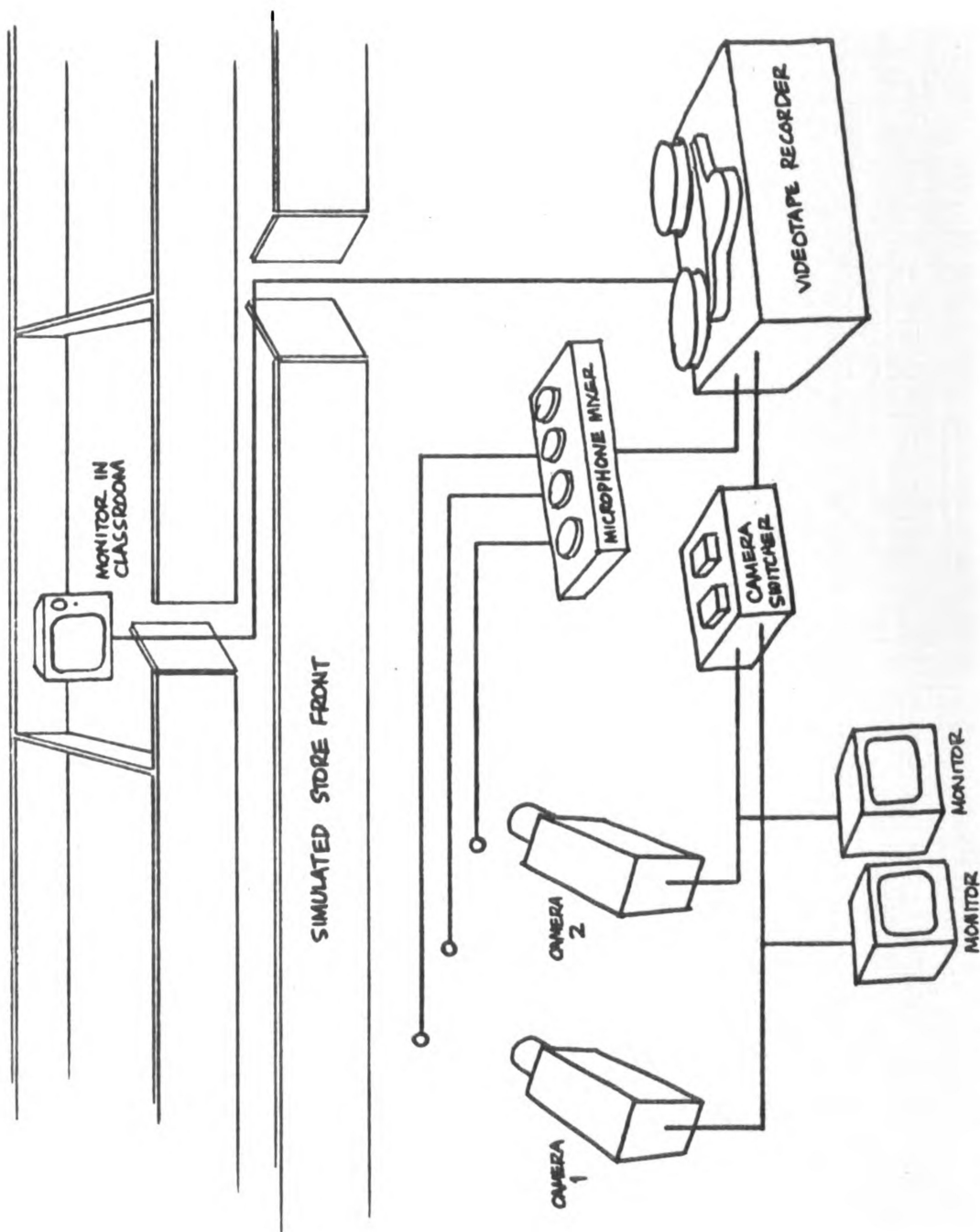
A minimum of three cardoid microphones, concealed strategically across the set, must be provided. They should be placed in sufficient numbers and at such locations as to allow the actors to move freely across the set and still maintain a clear, steady audio signal.

Other Equipment

1. A microphone mixer to receive the quantity of microphones decided upon.
2. A camera switcher to enable the director or instructor to choose the appropriate shot he sees on the preview monitor.

3. Adequate wiring and connecting cords.
4. Headsets to communicate with camera operators.

For an overview of how the equipment would appear wired and ready for use, refer to the diagram on the following page.



MINIMUM RECOMMENDED EQUIPMENT FOR T.V. ROLE-PLAY

APPENDIX I

MICHIGAN STATE UNIVERSITY

COLLEGE OF SOCIAL SCIENCE • SCHOOL OF CRIMINAL JUSTICE

Dear Sir:

A research project is being conducted under the auspices of the School of Criminal Justice at Michigan State University to examine methods whereby police training can be improved.

As part of this project your department was one of the agencies throughout the United States that was randomly selected to be queried regarding the use of certain training techniques. Each of the selected agencies is being asked to complete a questionnaire on the subject of video-taped role-playing as a police training tool. The questionnaire is short and should take no longer than three minutes to complete.

By completing the questionnaire you will provide valuable information relevant to the improvement of police training. It is important that each recipient fill out the questionnaire as soon as possible and return it in the enclosed stamped, self-addressed envelope. Results will be reported only in summarized form, individual replies will be kept anonymous.

At the conclusion of the project a summation of the questionnaire results will be furnished to your agency. In order to insure that the report is forwarded to the appropriate person or section, please provide the following information and return it with the completed questionnaire.

Name of person to
receipt the report:

Name of agency:

Agency Address:

You should receive your copy of the report in approximately 12 weeks. Thank you for your consideration in completing the questionnaire.

Sincerely,

Dr. Larry T. Hoover
Assistant Professor

RESEARCH QUESTIONNAIRE

General Instructions: Mark an "X" inside the box alongside the appropriate answer to each question. The numbers shown in parentheses beside the answer categories should be ignored; they are included only to assist the processing of your answers.

BACKGROUND DATA

1. What is the approximate size of your training department?

(3)

one individual, part time 1. ☐

one individual, full time 2. ☐

2-3 people 3. ☐

4-6 people 4. ☐

6-10 people 5. ☐

11-20 people 6. ☐

over 20 people 7. ☐

2. What is the educational level of the head of your training department?

(4)

less than high school 1. ☐

high school graduate 2. ☐

1-2 years college 3. ☐

2-4 years college 4. ☐

over 4 years of college 5. ☐

unknown 6. ☐

3. What is the educational level of the head of your law enforcement agency?

(5)

less than high school 1. ☐

high school graduate 2. ☐

1-2 years college 3. ☐

2-4 years college 4. ☐

over 4 years of college 5. ☐

unknown 6. ☐

3a. If basic training for your agency is conducted by a regional or state academy, what is the name and address of that academy:

(TURN TO NEXT PAGE)

RESEARCH DATA

The next few questions pertain to the training technique called "role playing" that was mentioned in the introductory letter. This technique involves a procedure in which incidents based on real life police/public/criminal situations are enacted by the class members playing the roles and making their own decisions. These decisions are then discussed by the class and summed up by the instructor.

Special Instructions: In the next list of questions you may check as many answers as you feel apply.

4. Does your department use role playing as a training tool?
(6)

<p style="text-align: center;"><input type="checkbox"/> 1. Yes</p> <p>4a. To what extent is role playing used as a training tool in your agency? (7)</p> <div style="border-left: 1px solid black; padding-left: 10px;"> <p><input type="checkbox"/> 1. Seldom</p> <p><input type="checkbox"/> 2. For a few training subjects</p> <p><input type="checkbox"/> 3. Used in many training sessions</p> <p><input type="checkbox"/> 4. It's our primary training technique</p> </div> <p style="text-align: center; margin-top: 20px;">TURN TO THE NEXT PAGE</p>	<p style="text-align: center;"><input type="checkbox"/> 2. No</p> <p>4b. What is the reason that role playing is not used? (8)</p> <div style="border-left: 1px solid black; padding-left: 10px;"> <p><input type="checkbox"/> 1. Never heard of it</p> <p><input type="checkbox"/> 2. Heard of it, but I don't think it will work in our agency</p> <p><input type="checkbox"/> 3. The agency head doesn't want to use it.</p> <p><input type="checkbox"/> 4. Too time consuming</p> <p><input type="checkbox"/> 5. No one trained to teach it</p> <p><input type="checkbox"/> 6. Tried it, but it wasn't effective</p> <p><input type="checkbox"/> 7. No facilities available</p> </div> <p style="text-align: center; margin-top: 20px;">QUESTIONNAIRE COMPLETED</p>
--	---

5. Is video-tape used in conjunction with your role playing training sessions?

(9)

☐ 1. Yes

5a. How frequently is video-tape used in your training sessions?

(10)

☐ 1. Some of the time

☐ 2. Most of the time

☐ 3. All of the time

☐ 2. No

5b. What is the reason that video-tape isn't used?

(11)

☐ 1. Never thought of it

☐ 2. Equipment is too expensive

☐ 3. Money isn't available

☐ 4. Equipment has been ordered

☐ 5. No one trained to operate the equipment

☐ 6. Can't get approval to buy the equipment, but money is available

☐ 7. Tried using it, but it wasn't effective

QUESTIONNAIRE COMPLETED

APPENDIX J

STRATIFICATION LEVEL: OVER 250,000

<u>State</u>	<u>Number of cities, counties, or state agencies in this stratification</u>	<u>Consecutive numbers assigned</u>
1. Alabama	4	1-4
2. California	23	5-27
3. Colorado	2	28-29
4. Connecticut	4	30-33
5. Florida	10	34-43
6. Georgia	4	44-47
7. Illinois	8	48-55
8. Massachusetts	10	56-65
9. Minnesota	5	66-70
10. Mississippi	1	71
11. New York	17	72-88
12. Ohio	15	89-103
13. Oregon	3	104-106
14. Texas	12	107-118
15. Virginia	3	119-121

Random number
selected

Agency

1. 11	Orange County, California
2. 57	Essex County, Massachusetts
3. 89	Cuyahoga County, Ohio
4. 113	Dallas, Texas
5. 12	Riverside County, California
6. 74	Erie County, New York
7. 65	Massachusetts State Police
8. 38	Orange County, Florida
9. 13	Sacramento County, California
10. 91	Hamilton County, Ohio
11. 24	San Diego, California
12. 42	Miami, Florida
13. 29	Colorado State Police
14. 43	Florida State Police
15. 20	Santa Clara County, California
16. 92	Lorain County, Ohio

STRATIFICATION LEVEL: 100,000-250,000

<u>State</u>	<u>Number of cities or counties in this stratification</u>	<u>Consecutive numbers assigned</u>
1. Alabama	6	1-6
2. California	22	7-28
3. Colorado	7	28-35
4. Connecticut	9	36-44
5. Florida	12	45-56
6. Georgia	8	57-64
7. Illinois	13	65-77
8. Massachusetts	5	78-82
9. Minnesota	4	83-86
10. Mississippi	3	87-89
11. New York	16	90-105
12. Ohio	12	106-117
13. Texas	15	122-136
14. Virginia	10	137-146

Random number
selected

Agency

1. 71	Rock Island County, Illinois
2. 70	Peoria County, Illinois
3. 24	Santa Ana, California
4. 69	Macoupin County, Illinois
5. 127	McLennon County, Texas
6. 20	Glendale, California
7. 143	Newport News, Virginia
8. 61	Richmond County, Georgia
9. 47	Escambia County, Florida
10. 58	Chatham County, Georgia
11. 141	Hampton, Virginia
12. 81	Springfield, Massachusetts
13. 12	Solano County, California
14. 5	Mobile, Alabama
15. 104	Syracuse, New York
16. 48	Leo County, Florida
17. 41	Hartford, Connecticut
18. 144	Portsmouth, Virginia

STRATIFICATION LEVEL: 50,000-100,000

<u>State</u>	<u>Numbers of cities or counties in this stratification</u>	<u>Consecutive numbers assigned</u>
1. Alabama	11	1-11
2. California	51	12-62
3. Colorado	7	63-69
4. Connecticut	12	70-81
5. Florida	16	82-97
6. Georgia	11	98-108
7. Illinois	25	109-133
8. Massachusetts	20	134-153
9. Minnesota	6	154-159
10. Mississippi	5	160-164
11. New York	32	165-196
12. Ohio	34	197-230
13. Oregon	8	231-238
14. Texas	32	239-270
15. Virginia	7	271-277

Random number
selectedAgency

1. 126	Champaign, Illinois
2. 152	Waltham, Mass.
3. 238	Salem, Oregon
4. 151	Somerville, Mass.
5. 74	Fairfield, Conn.
6. 250	Randall County, Texas
7. 102	Lowndes County, Georgia
8. 1	Baldwin County, Alabama
9. 261	Irving, Texas
10. 211	Scioto County, Ohio
11. 136	Lawrence, Illinois
12. 175	Madison County, New York
13. 47	Richmond, California
14. 111	Henry County, Illinois
15. 254	Fort Bend County, Texas
16. 142	Brockton, Illinois
17. 247	Tom Green County, Texas
18. 275	Chase City, Virginia
19. 67	Lakewood, Colorado
20. 218	Euclid, Ohio
21. 123	Des Plaines, Illinois

Random number
selectedAgency

22. 63	Larimer County, Colorado
23. 128	Oak Lawn, Illinois
24. 23	Costa Mesa, California
25. 35	Hayward, California
26. 216	Wayne County, Ohio
27. 227	Lorain, Ohio
28. 13	Imperial County, California
29. 263	Mesquite, Texas
30. 71	Bristol, Conn.
31. 202	Erie County, Ohio
32. 203	Fairfield County, Ohio
33. 95	Pensacola, Florida
34. 107	Dougherty County, Georgia
35. 240	Bowie County, Texas
36. 81	Meriden, Conn.

STRATIFICATION LEVEL: 10,000-50,000

<u>State</u>	<u>Number of cities in this stratification</u>	<u>Consecutive numbers assigned</u>
1. Alabama	27	1-27
2. California	193	28-220
3. Colorado	14	221-234
4. Connecticut	37	235-271
5. Florida	63	272-334
6. Georgia	34	335-368
7. Illinois	124	369-492
8. Massachusetts	74	493-566
9. Minnesota	49	567-615
10. Mississippi	22	616-637
11. New York	116	638-753
12. Ohio	122	754-875
13. Oregon	20	876-895
14. Texas	93	896-988
15. Virginia	25	989-1013

Random number
selectedAgency

1. 202	Tustin, California
2. 53	Cerritos, California
3. 370	Alsip, Illinois
4. 420	Kewanee, Illinois
5. 993	Colonial Heights, Virginia
6. 199	Tracy, California
7. 466	Rockdale, Illinois
8. 813	Mentor, Ohio
9. 994	Covington, Virginia
10. 724	Oswego, New York
11. 9	Decatur, Alabama
12. 770	Brooklyn, Ohio
13. 419	Kankakee, Illinois
14. 189	Sierra Madre, California
15. 348	Forest Park, Georgia
16. 392	Deerfield, Illinois
17. 1012	Winchester, Virginia
18. 164	Roosmoor, California
19. 633	Picayune, Mississippi
20. 332	Wilton Manor, Florida
21. 536	North Andover, Massachusetts

<u>Random number selected</u>	<u>Agency</u>
22. 883	Hillsboro, Oregon
23. 30	Arcadia, California
24. 725	Patchogue, New York
25. 1005	Pulaski, Virginia
26. 666	Elmont, New York
27. 342	Covington, Georgia
28. 374	Belvidere, Illinois
29. 388	Chicago Heights, Illinois
30. 960	Pecos, Texas
31. 78	Enterprises, California
32. 754	Alliance, Ohio
33. 696	Kenmore, New York
34. 692	Jamestown, New York
35. 268	Williamantic, Connecticut
36. 950	Mineral Wells, Texas
37. 455	Park Forest, Illinois
38. 717	North Tonawanda, New York
39. 247	Newington, Connecticut
40. 653	Copiaque, New York
41. 925	Farmer's Branch, Texas
42. 337	Bainbridge, Georgia
43. 752	West Seneca, New York
44. 603	Richfield, Minnesota
45. 61	Covina, California
46. 366	Valdosta, Georgia
47. 550	Southbridge, Massachusetts
48. 518	Hingham, Massachusetts
49. 954	New Braunfels, Texas
50. 97	Imperial Beach, California
51. 856	Troy, Ohio
52. 651	Cohoes, New York
53. 844	Sharonville, Ohio
54. 349	Gainesville, Florida
55. 640	Auburn, New York
56. 335	Americus, Georgia
57. 428	Lincolnwood, Illinois
58. 685	Hempstead, New York
59. 655	Cortland, New York
60. 764	Berea, Ohio
61. 480	Westchester, Illinois
62. 60	Coronado, California

Random number
selected

Agency

63.	242	Hamden, Connecticut
64.	910	Cleburne, Texas
65.	181	Santa Cruz, California
66.	529	Milford, Massachusetts
67.	436	Maywood, Illinois
68.	769	Broadview Heights, Ohio
69.	283	Cutler Ridge, Florida
70.	1011	Waynesboro, Virginia
71.	632	Pascagoula, Mississippi
72.	995	Danville, Virginia
73.	849	Steubenville, Ohio
74.	634	Starkville, Mississippi
75.	281	Cocoa, Florida
76.	322	Rockledge, Florida
77.	511	Everett, Massachusetts
78.	847	Solon, Ohio
79.	961	Pharr, Texas
80.	365	Tucker, Georgia
81.	251	Orange, Connecticut
82.	367	Warner Robbins, Georgia
83.	256	Shelton, Connecticut
84.	591	Mankato, Minnesota
85.	449	Normal, Illinois
86.	999	Harrisonburg, Virginia
87.	44	Brea, California
88.	542	Reading, Massachusetts
89.	468	St. Charles, Illinois
90.	836	Ravenna, Ohio
91.	2	Anadalousia, Alabama
92.	663	East Northport, New York
93.	287	Delray Beach, Florida
94.	765	Bexley, Ohio
95.	592	Maplewood, Minnesota
96.	780	Cuyahoga Falls, Ohio
97.	206	Vacaville, California
98.	383	Calumet Park, Illinois
99.	332	Wilton Manor, Florida
100.	119	Los Alamitos, California
101.	979	Texarkana, Texas
102.	563	Winchester, Massachusetts
103.	1	Alexander City, Alabama

<u>Random number selected</u>	<u>Agency</u>
104. 573	Brooklyn Center, Minnesota
105. 362	Thomaston, Georgia
106. 245	Middletown, Connecticut
107. 986	Weslaco, Texas
108. 502	Belmont, Massachusetts
109. 585	Fridley, Minnesota
110. 533	Newburyport, Massachusetts
111. 821	North College Hill, Ohio
112. 703	Lynbrook, New York
113. 426	Libertyville, Illinois
114. 129	Merced, California
115. 799	Greenville, Ohio
116. 401	Evergreen Park, Illinois
117. 673	Fredonia, New York
118. 166	Rosemead, California
119. 83	Florence, California
120. 278	Brandon, Florida
121. 481	West Chicago, Illinois
122. 262	Thompsonville, Connecticut
123. 226	Grand Junction, Colorado
124. 220	Yucaipa, California
125. 885	Keiser, Oregon
126. 203	Ukiah, California
127. 56	Clovis, California
128. 133	Monrovia, California
129. 11	Prichard, Alabama
130. 769	Broadview Heights, Ohio

APPENDIX K

APPENDIX K

TABLES OF COLLECTED DATA CONCERNING THE SAMPLE UNDER STUDY

TABLE XI
SIZE OF TRAINING DEPARTMENTS WITHIN EACH
LEVEL OF STRATIFICATION

	Size of Training Department							Total
	One, part time	One, full time	2-3	4-6	7- 10	11- 20	Over 20	
Over 250,000	0	1	3	1	3	3	1	12
100,000- 250,000	4	3	1	1	3	1	0	13
50,000- 100,000	6	2	4	3	1	1	0	17
10,000- 50,000	45	9	9	6	0	1	6	76
Total	55	15	17	11	7	6	7	118

TABLE XII

[illegible]

TABLE XIII
EDUCATIONAL LEVEL (HEAD OF TRAINING) VS.
SIZE OF DEPARTMENT

		Size of Department											Total
		1-10	11-20	21-30	31-45	46-70	71-100	101-150	151-250	251-500	501-1000	Over 1000	
H/S and Below	2	1	6	9	9	1	2	2	1	0	0	0	27
Above H/S	0	6	9	17	17	9	8	6	8	4	6	3	91
Total	2	7	15	26	26	10	10	8	9	4	6	3	118

TABLE XIV

EDUCATIONAL LEVEL (HEAD OF TRAINING) AS COMPARED
TO EXTENT OF USE OF ROLE PLAYING

Extent of use of role playing	Educational Level: Head of Training		Total
	H/S and Below	Above H/S	
Seldom	2	6	8
A few subjects	5	25	30
Many subjects	2	20	22
Primary technique	0	0	0
Total	9	51	60
Unknown	-	-	3

TABLE XV

EDUCATIONAL LEVEL (AGENCY HEAD) AS COMPARED
TO EXTENT OF USE OF ROLE PLAYING

Extent of use of role playing	Educational Level: Agency Head		Total
	H/S and Below	Above H/S	
Seldom	2	6	8
A few subjects	5	25	30
Many subjects	4	18	22
Primary technique	0	0	0
Total	11	49	60
Unknown	-	-	3

TABLE XVI

REASONS FOR NON-USE OF ROLE PLAYING

Reasons for Non-Use of Role Playing	Number	%
1. Never heard of it	4	7.3
2. Heard of it, but don't think it will work	6	10.9
3. Agency head against it	2	3.6
4. Too time consuming	7	12.7
5. No one trained to teach it	12	21.8
6. Tried it, but it wasn't effective	0	0.0
7. No facilities available	22	40.0
8. Unknown Reason	2	3.6
Total	55	100.0

TABLE XVII

LEVEL OF EDUCATION (HEAD OF TRAINING) AS COMPARED
TO REASON FOR NON-USE OF ROLE PLAYING

Reason: Non-use of Role Playing	Educational Level: Head of Training		Total
	H/S and Below	Above H/S	
Never heard of it	2	2	4
Heard of it, but don't think it will work	2	4	6
Agency head against it	0	2	2
Too time consuming	1	6	7
No one trained to teach it	3	10	13
Tried it, but not effective	0	0	0
No facilities available	9	13	22
Total	17	37	54
Unknown	-	-	1

TABLE XVIII

LEVEL OF EDUCATION (AGENCY HEAD) AS COMPARED
TO REASON FOR NON-USE OF ROLE PLAYING

Reason: Non-use of Role Playing	Educational Level: Head of Training		
	H/S and Below	Above H/S	Total
Never heard of it	4	0	4
Heard of it, but don't think it will work	0	6	6
Agency head against it	2	0	2
Too time consuming	3	4	7
No one trained to teach it	5	7	12
Tried it, but not effective	0	0	0
No facilities available	7	15	22
Total	21	32	53
Unknown	-	-	2

TABLE XIX

EDUCATIONAL LEVEL (HEAD OF TRAINING) AS COMPARED TO AMOUNT
OF AGENCY USE OF VIDEO-TAPED ROLE PLAYING

Extent of Use	Level of Education: Head of Training					Total
	Below H/S	H/S	1-2 yrs College	3-4 yrs College	Over 4 yr College	
Some of the time	0	2	7	14	11	34
Most of the time	0	1	1	2	6	10
All of the time	0	0	1	1	1	3
Total	0	3	9	17	18	47
Unknown	-	-	-	-	-	2

TABLE XX

EDUCATIONAL LEVEL (AGENCY HEAD) AS COMPARED TO AMOUNT
OF AGENCY USE OF VIDEO-TAPED ROLE PLAYING

Extent of Use	Level of Education: Agency Head					Total
	Below H/S	H/S	1-2 yrs College	3-4 yrs College	Over 4 yr College	
Some of the time	1	5	6	7	15	34
Most of the time	0	1	3	3	3	10
All of the time	0	1	0	1	1	3
Total	1	7	9	11	19	47
Unknown	-	-	-	-	-	2

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