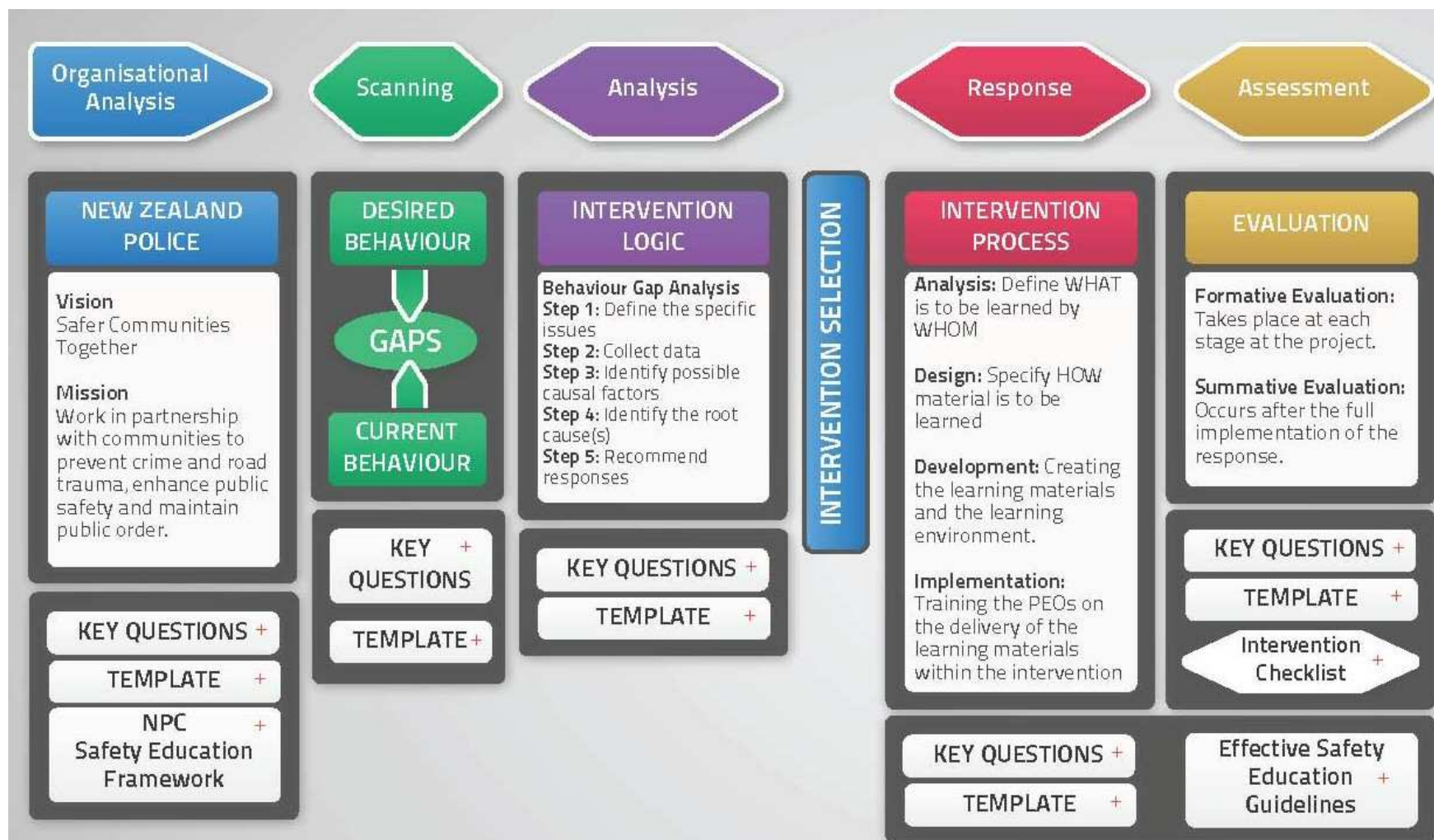





Intervention assessment tool

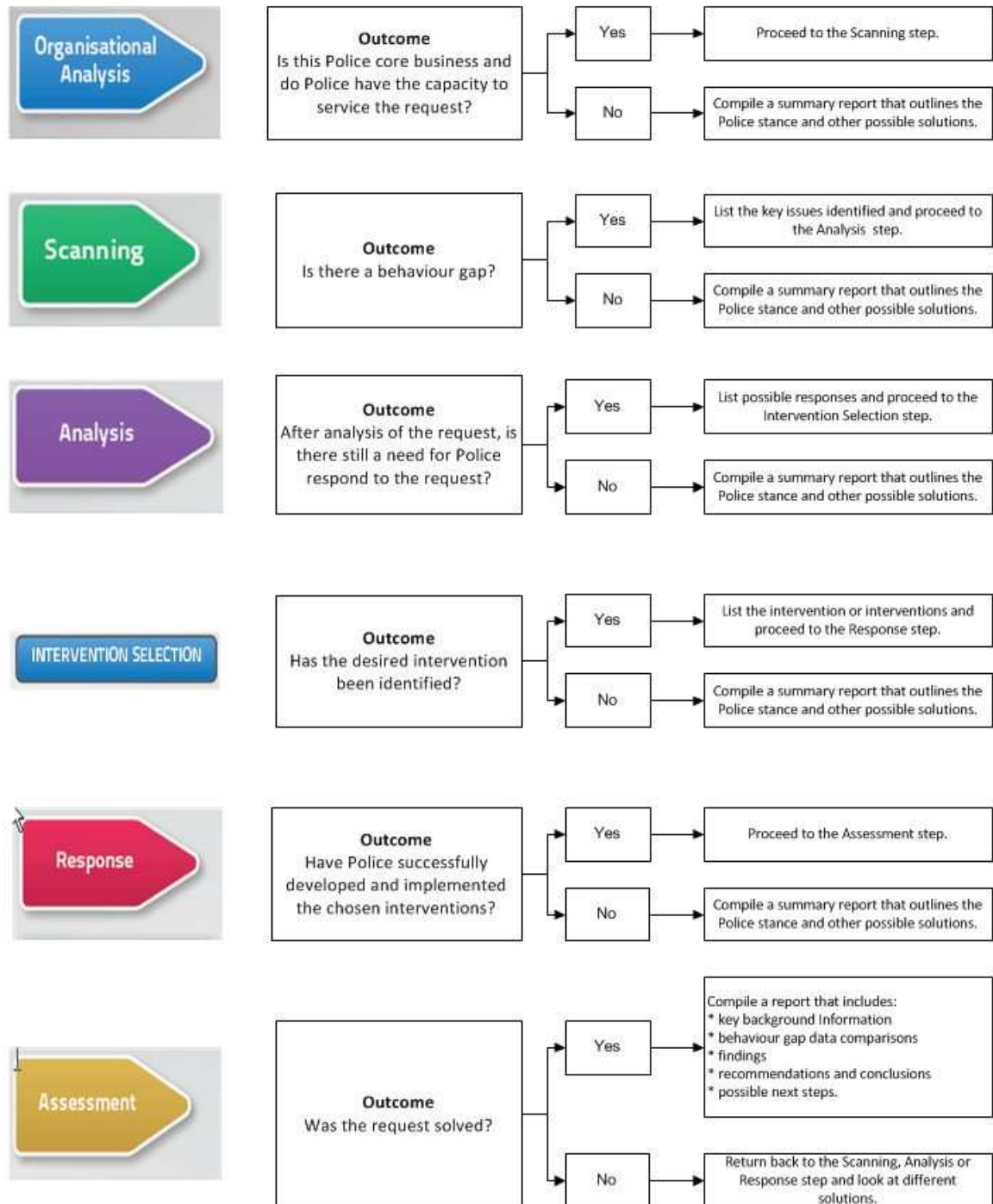


Key Questions

<div style="text-align: center;">  <p>NEW ZEALAND POLICE</p> <p>Vision Safer Communities Together</p> <p>Mission Work in partnership with communities to prevent crime and road trauma, enhance public safety and maintain public order.</p> </div>	<p style="text-align: center;">Key Questions</p> <p>Does the request reflect the NZ Police vision and mission? Does the request help Police reach its objectives? Is the request aligned with Police priorities? Does the request align with the Intervention planning tool? Do we have the capacity, skills and knowledge? Do we have access to training to build the needed skills and knowledge? Do we have the resources?</p>	<p style="text-align: center;">Outcome</p> <p>Is this Police core business and do Police have the capacity to service the request? Yes or No</p> <p>If yes, proceed to the Scanning step.</p> <p>If no, compile a summary report that outlines the Police stance and other possible solutions.</p>
<div style="text-align: center;">  <p>DESIRED BEHAVIOUR</p> <p>↓</p> <p>GAPS</p> <p>↑</p> <p>CURRENT BEHAVIOUR</p> </div>	<p style="text-align: center;">Key Questions</p> <p>What is the desired behaviour? What is the current behaviour? What are the identified behaviour gaps? What is the current Police response to the issues? What, if any, successes have been achieved? Who can the Police approach for evidence/data?</p>	<p style="text-align: center;">Outcome</p> <p>Is there a behaviour gap? Yes or No</p> <p>If yes, list the key issues identified and proceed to the Analysis step.</p> <p>If no, compile a summary report that outlines the Police stance and other possible solutions.</p>
<div style="text-align: center;">  <p>BEHAVIOUR GAP ANALYSIS</p> <p>Step One: Define the key issues Step Two: Collect data Step Three: Identify possible causal factors Step Four: Identify the root cause(s) Step Five: Recommend responses</p> </div>	<p style="text-align: center;">Key Questions</p> <p>Step One: Do I understand the problem? What is happening? What are the specific symptoms?</p> <p>Step Two: What impacts the issue? What is the impact of the issue?</p> <p>Step Three: What sequence of events leads to the issue? What conditions allow the issue to occur? What other issues surround the occurrence of the central issue?</p> <p>Step Four: Why does the issue exist? What is the real reason the issue occurred?</p> <p>Step Five: What can the Police do to prevent the issue from happening again? Who will be responsible for it? Do we have an hypothesis?</p>	<p style="text-align: center;">Outcome</p> <p>After analysis of the request, is there still a need for Police respond to the request? Yes or No</p> <p>If yes, List possible responses and proceed to the Intervention Selection step.</p> <p>If no, compile a summary report that outlines the Police stance and other possible solutions.</p>

<div>INTERVENTION SELECTION</div>		<p>Outcome</p> <p>Has the desired intervention been identified? Yes or No</p> <p>If yes, list the intervention or interventions and proceed to the Response step.</p> <p>If no, compile a summary report that outlines the Police stance and other possible solutions.</p>
<div>Response</div> <div>INTERVENTION PROCESS</div> <p>Analysis: The process of defining WHAT is to be learned and by WHOM.</p> <p>Design: The process of specifying HOW material is to be learned.</p> <p>Development: Creating the learning materials and the learning environment.</p> <p>Implementation: Training the PEOs on the delivery of the learning materials within the intervention</p>	<p>Key Questions</p> <p>Analysis:</p> <p>What is the rationale behind the intervention?</p> <p>What are the needs of the learners?</p> <p>Design:</p> <p>What are the specific objectives?</p> <p>What key messages should be in the content?</p> <p>How will the intervention be structured?</p> <p>Does the intervention reflect the NPC Intervention planning tool and the whole school approach?</p> <p>How will the success of the intervention be assessed?</p> <p>Development:</p> <p>Who will create the intervention and what graphics', video, audio materials will be used?</p> <p>Implementation:</p> <p>How will the intervention be disseminated?</p> <p>How will the intervention be piloted and relevant changes made?</p> <p>What training needs to happen to support the intervention?</p>	<p>Outcome</p> <p>Have Police successfully developed and implemented the chosen interventions? Yes or No</p> <p>If yes, proceed to the Assessment step.</p> <p>If no, compile a summary report that outlines the Police stance and other possible solutions.</p>
<div>Assessment</div> <div>EVALUATION</div> <p>Formative Evaluation:</p> <p>Takes place at each stage at the project.</p> <p>Summative Evaluation:</p> <p>Occurs after the full implementation of the response.</p>	<p>Key Questions</p> <p>Formative Evaluation:</p> <p>Can you achieve the outcome? Yes or No</p> <p>If no, what further action needs to occur?</p> <p>Summative Evaluation:</p> <p>Was the request resolved?</p> <p>Has pre- and post-response qualitative and quantitative data been collected?</p> <p>Are any new strategies needed to augment the original request?</p> <p>Is there ongoing maintenance required to ensure its effectiveness?</p>	<p>Outcome</p> <p>Was the request solved? Yes or No</p> <p>If yes, compile a report that includes:</p> <ul style="list-style-type: none">key background Informationbehaviour gap data comparisonsfindingsrecommendations and conclusionspossible next steps. <p>If no, return back to the Scanning, Analysis or Response step and look at different solutions.</p>

National Prevention Centre Intervention assessment checklist



Please note: The SARA model is not a linear process and you may find you need to return to each stage throughout the process.