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Agency: Department of the Navy

Office: Office of Naval Research

Location: ONR

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Feb 29, 2012

4:29 pm

[Changed](#)

Mar 09, 2012

3:11 pm

[Changed](#)

Mar 09, 2012

3:20 pm

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Apr 10, 2012

4:05 pm

Solicitation Number:

12-SN-0007

Notice Type:

Special Notice

Synopsis:Added: Feb 29, 2012 4:29 pm Modified: Apr 10, 2012 3:52 pm [Track](#)[Changes](#)**I. INTRODUCTION:**

This announcement describes a revolutionary research program, "Enhancing Intuitive Decision Making Through Implicit Learning" to be launched under the ONRBAA12-001, Long Range Broad Agency Announcement for Navy and Marine Corps Science and Technology which can be found at <http://www.onr.navy.mil/Contracts-Grants/Funding-Opportunities/Broad-Agency-Announcements.aspx>. The research opportunity described in this announcement specifically falls under numbered paragraphs 5 of the Expeditionary Maneuver Warfare & Combating Terrorism Department (Code 30) sub section and 1 of the Warfighter Performance Human and Bioengineered Systems (Code 34) subsection. The submission of proposals, their evaluation and the placement of basic research contracts and grants will be carried out as described in that Broad Agency Announcement.

The purpose of this announcement is to focus the attention of the scientific community on (1) the area to be studied, and (2) the planned timetable for the submission of white papers and full proposals.

II. TOPIC DESCRIPTION:

Research in human pattern recognition and decision-making suggest that there is a "sixth sense" through which humans can detect and act on unique patterns without consciously and intentionally analyzing them. Evidence is accumulating that this capability, known as intuition or intuitive decision making, enables the rapid detection of patterns in ambiguous, uncertain and time restricted information contexts, that it informs the decision making process and, most importantly, that it may not require domain expertise to be effective. These properties make intuition a strong candidate for further exploration as the basis for developing a new set of decision support training technologies.

The proposed topic will lead to new insights into intuitive decision making, and develop new approaches for enhancing this process. The proposed topic will do this by:

- Characterizing the nature of intuition at the neural, cognitive and behavioral

GENERAL INFORMATION**Notice Type:**

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A -- Research & Development

NAICS Code:

541 -- Professional, Scientific, and Technical Services/541712 -- Research and Development in the Physical, Engineering, and Life Sciences (except Biotechnology)

levels in order to develop approaches to train & measure it

- Developing a computational cognitive model of intuition, in order to facilitate the delivery of scenario based training to enhance intuitive decision making
- Demonstrating that implicit learning techniques, guided by these models and embedded in a scenario based training technology, can enhance intuitive decision making in non-experts, in order to increase baseline abilities to make more effective decisions under conditions in which information is ambiguous, and time to analyze is restricted

The program will pursue a wide variety of approaches that address four challenges that are key to understanding and enhancing intuitive decision making: 1) Combining advances in measuring performance at multiple representation levels (e.g. neural, cognitive & behavioral) with advances in simulation - based paradigms for assessing decision making to understand the foundations of intuitive decision making; 2) Leveraging advances in cognitive modeling and machine learning techniques to represent individual intuitive decision making processes; 3) Developing an implicit learning based approach for enhancing intuitive decision making; and, 4) Combining these efforts, through scenario/simulation based training, to test and validate the hypothesis that implicit learning can enhance intuitive decision making for one or more operationally valid tasks.

Background:

This topic outlines four challenges that must be addressed in order to develop training technologies for intuitive decision making. First, the nature of intuitive decision making must be characterized, at the neural, cognitive and behavioral levels. Second, these characterizations must be integrated into a single model, providing the foundation for developing adaptive and individualized training technologies. Third, implicit learning based paradigms for enhancing intuitive decision making must be developed. Fourth, the resultant measures, models and learning approach must be implemented into a training technology that demonstrably enhances an individual warfighters' intuitive decision making capabilities.

"In hindsight, some of the soldiers acknowledge their "spidey sense" was tingling. It was quiet that day. Possibly too quiet, as the platoon motored through ..." - The Star.com "Story of Company C." September 30, 2006 Mitch Potter, Middle East Bureau. <http://www.thestar.com/printArticle/106992>

"... Thanks to the awareness and quick actions of a 99th Regional Readiness Command (RRC) Soldier, however, no one was seriously injured by the [IED] attack--and he did this all while communicating with his wife on a cell phone..." - Soldier's intuition and situational awareness a lifesaver in Iraq.(UPDATE ON Operation Iraqi Freedom)Publication: Army Reserve Magazine Publication Date: 22-MAR-07Author: Coleman, Chris

Today's military missions pose complex time-constrained challenges, such as detecting IED emplacements while in a moving vehicle or detecting anomalous civilian behaviors indicative of impending danger. These challenges are compounded by recent doctrinal requirements that require less-experienced Warfighters to make ever-more complex decisions. Current understanding of decision making, which is based on concepts developed around theories of analytic decision making (Newell and Simon, 1972), cannot effectively address these new challenges since they are based on the notion of enabling experts to apply their expertise to addressing new problems.

Yet, there are actually two types of recognized decision making processes, analytical and intuitive which appear to be mediated by different processes or systems (Ross et al, 2004; Evans, 2008; Kahneman & Klein, 2009).

Analytical decision making is mediated by processes that reflect a sequential, step-by-step, methodical, and time consuming process. In contrast, intuitive decision making relies upon a more holistic approach to processing information. Importantly, intuitive decision making can support analytic

decision making processing to continue accounting for prospective outcomes as the external problem space changes (Evans, 2008). Intuition is a rapid, non-conscious, cue to the existence of meaningful information detected through one or more sensory modalities (Luu et al, 2010). Intuition permits information extracted by automatic sensory processes, which operate on the time scale of 100's of milliseconds, to be organized by pre-existing (top-down) knowledge. This unconscious organization of incoming information may elicit a feeling or impression of a solution (Luu et al, 2010), which precedes insight or a sudden awareness of the solution. Recent studies suggest that these systems can also be distinguished on the basis of the neural structures that facilitate their actions (Lieberman, 2000, 2007; Volz, 2008; Luu, 2010).

According to Bowers et al. (1990) intuition can guide the judgment process by assisting with the discovery of plausible solutions from which to choose. This characterization of intuition, and many others that follow from it, assumes a high level of familiarity with the information being detected. In fact, until recently, intuitive decision making was assumed to require significant domain expertise (Kahneman & Klein, 2009). Yet a growing body of results ranging from the biological (mainly, neural) to the cognitive (Lieberman, 2000; Jung-Beeman et al., 2004; Luu et al 2010) suggests that pre-existing expertise, which requires years of practice to attain (Dreyfus & Dreyfus, 1980; Ericsson et al, 1993) may not be a key requirement for intuitive decision making processes. These studies, and others, suggest that intuitive decision making processes share some of the same underlying neural structures and cognitive processes as a type of learning known as implicit learning (Frensch, 2003; Lieberman, 2000, 20007; Kaufman et al, 2010). Consequently, by acquiring domain knowledge through implicit learning, one may be able to automatically strengthen, at the neural, cognitive and behavioral levels, the same capabilities that are needed for effective intuitive decision making.

Objectives:

The objective of this proposed topic is to build a deeper understanding of the neural, cognitive and behavioral processes underlying intuitive decision making, in order to train non-experts to be more effective decision makers. The expected outcomes of this project will include a characterization of how intuition works; a computational model representing these findings; and, training techniques & technologies that enhance intuitive decision making performance. It is expected that these results will lay a scientific foundation for understanding intuitive decision making that will support Cyberwarfare, Unmanned System Operators, Information Analysts, Small Unit Leaders and other domains that require individuals to process and make sense of large volumes of information in time constrained or information-degraded conditions. As well, this effort will establish a technical basis from which to develop new classes of applications that support selection, training, decision aiding and interface design. The Enhancing Intuitive Decision Making Through Implicit Learning Basic Research Challenge will provide the right blend of incentive, risk and benefit to revolutionize the state of the art in improving decision making. Successful proposals will focus on developing innovative, scalable, and affordable technologies that blend the best measurement technologies and modeling approaches with scenario/simulation based training solutions to enable cost effective dissemination of these technologies to a wide range of users.

Research Areas:

The primary hypothesis underlying this topic is that implicit learning facilitates intuitive decision making. Testing this hypothesis requires advances in specific research areas that include:

- 1) Characterizing intuitive decision making and implicit learning across

neural, cognitive and behavioral levels of representation. There is a range of measurement techniques available to do this. It is expected that proposers to this effort will leverage and extend these wherever possible, to ensure that the resultant data are of sufficient quality to develop effective models;

2) Representing intuitive decision making through cognitive models in order to guide implicit learning techniques. Based in large part on advances in understanding of the human brain AND advances in machine learning techniques, it is possible to develop representations of cognition that can represent individual differences, adapt to new contexts and information and that can be modified based on other physiological features like stress and fatigue (Mitchell et al 2004; Shinkareva et al 2008). These new techniques enable a greater ability to represent an individual's current 'state' and forecast future 'states' in order to anticipate and tailor to the individual's specific needs;

3) Applying simulation / scenario based techniques to develop implicit learning approaches that enhance intuitive decision making. Simulation based training provides a flexible environment for both delivering training and for collecting a range of performance measures (OSer et al, 1999). The scenario based training approach provides a validated process for identifying training requirements, developing the scenario(s) to support these requirements and establishing metrics and techniques for analyzing and assessing trainee performance. There are numerous training simulations available that represent domains in which effective intuitive decision making is critical (e.g. IED detection; Social interaction training; Intelligence analysis; etc) and it is expected that existing systems will be leveraged and extended rather than new ones being developed for this effort;

4) Testing and validating the hypothesis that implicit learning facilitates intuitive decision making. This includes comparing neural, cognitive and behavioral performance measures across different conditions. Successful validation plans will include approaches capable of demonstrating that: the neural structures that are active during implicit learning are also active during intuition; that in the absence of implicit learning there are different / distinct patterns of neural activity during an intuitive decision making task; that in control tasks in which neither implicit learning was provided or intuitive decision making required, these structures are minimally active; and, that under those conditions in which implicit learning was provided and intuitive decision making was present, there is a significant improvement in decision making compared to other conditions - for example, as represented by a receiver operator characteristic curve. Specific measures and assessment approaches are left to the proposer but must include approaches that will cut across multiple representation levels and provide a means for distinguishing the effects of implicit learning on intuitive making, if such are present, from other conditions.

The Enhancing Intuitive Decision Making Through Implicit Learning Basic Research Challenge will proceed as a four year effort encompassing the above research areas. It is anticipated that addressing each of these research areas will require a multi-year effort to complete and that performance on each research area may overlap in time. Teaming is encouraged within and across research areas. Decomposing each research area into subareas (e.g, breaking up research area 1 into a neural, a cognitive and a behavioral task), each of which is covered by different team members is acceptable if reasonably justified and supported by a clear management / team coordination plan.

III. WHITE PAPER SUBMISSION

White papers should not exceed 6 single-sided pages, exclusive of cover page and resume of principal investigator, and should be in 12-point Times New Roman font with margins not less than one inch. The cover page should be labeled "White Paper for BASIC RESEARCH CHALLENGE -

ENHANCING INTUITIVE DECISION MAKING THROUGH IMPLICIT LEARNING" and include the following information: title of the proposed effort, technical point of contact, telephone number, fax numbers, and e-mail address. The 6-page body of the white paper should include the following information: (1) Principal Investigator; (2) Relevance of the proposed effort to the research areas described in Section II; (3) Technical objective of the proposed effort; (4) Technical approach that will be pursued to meet the objective; (5) A summary of recent relevant technical breakthroughs; and (6) A program management plan that includes a high level timeline for proposed tasks, indicates proposed team members who will be accomplishing those tasks and a funding plan showing requested funding per fiscal year. A resume of the principal investigator, not to exceed 1 page, should also be included after the 6-page body of the white paper.

White papers are required for all offerors seeking funding. Each white paper will be evaluated by the Government to determine whether the technology advancement proposed appears to be of particular value to the Department of the Navy. Only the authors of white papers that appear to be of particular value to the Department of the Navy will be invited to submit full proposals. Initial Government evaluations and feedback will be issued via e-mail notification from the Technical Points of Contact.

Detailed Full Proposal (Technical and Cost volumes) will be subsequently encouraged from those offerors whose proposed technologies have been identified through the above referenced e-mail as being of "particular value" to the Government. However, any such encouragement does not assure a subsequent award.

For white papers that propose efforts that are considered of particular value to the Navy but either exceed available budgets or contain certain tasks or applications that are not desired by the Navy, ONR may suggest a full proposal with reduced effort to fit within expected available budgets or an effort that refocuses the tasks or application of the technology to maximize the benefit to the Navy.

White papers should be submitted electronically to the business point of contact whose e-mail address appears at the end of this Special Notice. These white papers shall be in Microsoft Word or Adobe PDF format.

To ensure full, timely consideration for funding, **white papers should be submitted no later than 16 April 2012**. White Papers received after that date will be considered as time and availability of funding permit.

The planned date for completing the review of white papers is on or about 01 June 2012.

IV. FULL PROPOSAL SUBMISSION AND AWARD INFORMATION

Full proposals (including one technical volume and one cost volume) should be submitted under ONR BAA 12-001 by **16 July 2012**. Full Proposals received after that date will be considered as time and availability of funding permit.

ONR anticipates that both grants and contracts will be issued for this effort. Proposals for contracts should be submitted in accordance with the instructions at Section IV, Application and Submission Information, item 2.b., Full Proposals. Full proposals for grants should be submitted in accordance with the instructions at Section IV., Application and Submission Information, item 5., Submission of Grant Proposals thorough Grants.gov. All full proposals for grants must be submitted through www.grants.gov. All attachments to the application should also include this information to ensure the proposal and its attachments are received by the appropriate Program Office. <http://www.grants.gov>. The following information must be completed as follows in the SF 424 to ensure that the application is directed to the correct individual for review: Block 4a, Federal Identifier: enter N00014; Block 4b, Agency Routing Number: Enter the Program Office Code (30) and the Business Point of Contact's name, last name first, in brackets. All full

proposals for grants must be submitted through Grants.gov website located at <http://www.grants.gov/>.

Total funds available for this effort are approximately \$3.85M, roughly broken down across the research areas as follows:

- Characterizing intuitive decision making and implicit learning across neural, cognitive and behavioral levels of representation - \$1.45M;
- Representing intuitive decision making through computational cognitive models in order to guide implicit learning techniques - \$1.40M;
- Applying simulation / scenario based techniques to develop implicit learning approaches that enhance intuitive decision making and testing and validating the hypothesis that implicit learning facilitates intuitive decision making - \$1.00M

The anticipated period of performance is 4 years. Funding decisions are anticipated to be made by 15 September 2012. Projects will have an estimated contract or grant award date of 15 January 2013. Although ONR expects the above described program plan to be executed, ONR reserve the right to make changes.

V. POINTS OF CONTACT

Business Point of Contact:

Questions of a Business Nature should be submitted to:

Jeff Wellen

Office of Naval Research

Code 254

One Liberty Center

875 N. Randolph St.

Arlington, VA 22203-1995

Jeff.wellen@navy.mil

Technical Points of Contact:

Questions of a Technical Nature should be submitted to:

Dr. Ivy Estabrooke, ivy.estabrooke@navy.mil

CDR Joseph Cohn, PhD joseph.cohn@navy.mil

VI. Submission of Questions

Any questions regarding this announcement must be provided to the Technical Points of Contact and/or the Business Point of Contact listed above. All questions shall be submitted in writing by electronic mail.

Answers to questions submitted in response to this Special Notice will be addressed in the form of an Amendment and will be posted to the following web pages:

- Federal Business Opportunities (FEDBIZOPPS) Webpage - <https://www.fbo.gov/>
- Grants.gov Webpage - <http://www.grants.gov/>
- ONR Special Notice Webpage - <http://www.onr.navy.mil/Contracts-Grants/Funding-Opportunities/Special-Notices.aspx>

Questions regarding White Papers or Full Proposals should be submitted NLT two weeks before the dates recommended for receipt of White Papers and Full Proposals.

VII. References

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Humans have 'super spidey sense' for danger claim

Tue, 31 Jul 2012 13:33:00 EST

BBC News informs us that “Researchers find fear link to Spider-Man”, while the Daily Express breathlessly informs us “just as Spider-Man’s instincts gave him the edge over his arch enemy the Green Goblin... researchers have now found we all have ‘Spidey Sense’ like the web-slinging superhero”.

The so-called ‘spidey sense’ is the eponymous superhero’s ability to predict when he is in danger.

The headlines are based on a recent experiment assessing whether humans had an ability to respond to threats while not necessarily being consciously aware of them.

The news is based on a study in which two different ‘fearful’ faces were shown to people, but visible to only one of their eyes. When one of these two faces was shown, the people involved were given a small electric shock. However, in half of the people, distracting images were shown at the same time to their other eye to suppress their awareness of the fearful face images.

Researchers assessed the people’s fear response by measuring the sweat on their fingertips.

Both groups of people (those who were and weren’t shown distracting images), gave a ‘fear’ response whenever they were shown the face that had been associated with previous electric shocks. This, the researchers say, suggests that they still respond even when not ‘consciously aware’ of a threat.

This small study may provide further scientific insights around conscious and non-conscious responses to threats. But the claimed connection between this research and humans having some type of ‘sixth sense for danger’ is as slender as a spider’s thread.

This was a highly experimental scenario and it is not clear if these findings would be representative of the general population in real-life fear situations.

Where did the story come from?

The study was carried out by researchers from the University of Edinburgh and New York University and was funded by the International Brain Research Foundation and other research grants.

The study was published in the [peer-reviewed](#) journal, Current Biology.

BBC News and the Daily Express both reported ‘spider-man related headlines’ most likely due to one of the researchers likening the research findings to Spider-Man’s intuition for fear. Once past the frankly silly headlines, the study was reported reasonably accurately in both papers. Though the BBC claims that the research could lead to new treatment for post-traumatic stress disorder and anxiety disorders seems highly speculative at this time.

What kind of research was this?

This was an experimental laboratory study aiming to investigate how people react to danger by investigating conscious and non-conscious fear conditioning. The researchers say that people give a physiological response to a threat (i.e. their automatic nervous system responds) when a visual stimulus accompanies the threat, but it is not known whether people would give the same fearful response to a threat when not given a visual stimulus – that is when they were ‘not conscious’ of the threat.

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THE SIREN NEWSLETTER



Fairfax County Police Department, McLean District Station, 1437 Balls Hill Road, McLean, Virginia 22101
703-556-7750 main 703-356-7208 fax
Commander Graham McGowan
Assistant Commander Ronald Novak

Important Dates

Community and Neighborhood Watch Coordinator Meeting Schedule

McLean District Station (Community Room)

1437 Balls Hill Road

April 27, 2006 at 7 p.m.
July 27, 2006 at 7 p.m.
October 16, 2006 at 7 p.m.

Devonshire Center (Cafeteria)

Lee Hwy and Graham Road

April 26, 2006 at 7 p.m.
July 26, 2006 at 7 p.m.
October 25, 2006 at 7 p.m.

Citizen Advisory Council Meetings (CAC)

The CAC meets the third Thursday every month at 7 p.m.
Meeting locations change and are announced at each meeting. For the next meeting location please contact the station at 703-556-7750.

McLean Day

May 20, 2006 at 9 a.m.
Lewinsville District Park

Neighborhood Watch Coordinator appreciation picnic

American Legion, 1355 Balls Hill Road
May 27, 2006 5 p.m. - 7 p.m.

Celebrate Fairfax

Fairfax County Government Center
June 9-11th, 2006

National Night Out

August 1, 2006 evening

National Night Out is designed to:

- Heighten crime and drug prevention awareness;
- Generate support for, and participation in, local anticrime programs;
- Strengthen neighborhood spirit and police-community partnerships; and
- Send a message to criminals letting them know that neighborhoods are organized and fighting back.

Officer Down - Remembering Our Heros

Nationwide, **23** officers have died in 2006, 7 involving gunfire, 9 involving automobiles. Illinois has lost three officers this year, followed by Arkansas, California, Florida, New York and Texas with two. Virginia lost its first officer this year on Saturday, February 18. Trooper Kevin C. Manion was killed while working an automobile crash. During his investigation a rifle inside the crashed pickup truck discharged as the pickup was being moved. The round struck Trooper Manion in the chest in an area not protected by his vest.

If you would like to read about the officers killed in the line of duty, please go to the "Officer Down Memorial Page" or the National Law Enforcement Officers Memorial on the Internet.

<http://www.nleomf.com>

<http://odmp.org>

"In valor there is hope"



"Don't Talk To Strangers" - Just isn't good enough any more.

by Lynn Rafferty and Martha Johnson r.a.d.KIDS Instructors, PRE-ACT, Inc.

"Don't talk to strangers!" We've all said it to our kids. But in the modern, fast-paced information age we live in, that's just not good enough anymore. Why not? Because strangers talk to kids all the time - sometimes just to be friendly, sometimes to offer assistance and sometimes with criminal intent. Children who are lost and looking for help are probably going to *need* to ask a stranger for help.

Teaching kids good safety practices can become *very* confusing. So let's break

choices when situations arise.

Next, children need to be taught that under no circumstances is it appropriate for strangers to ask kids for help. Strangers (and adults) ask *adults* for assistance, not children. If someone breaks this rule, an alarm bell should go off in your child's head. For young children, you can call that alarm bell their "spidey-sense" (just like Spiderman has). Predators use the fact that children are raised to be polite and helpful to gain their trust

taught to move away quickly, run home, go to the nearest known adult or "safe" adult (a police officer, store manager, clerk, or a mother with children), or to a busy store or public area. This response allows a child to feel "polite" or helpful, while simultaneously removing himself or herself from a potentially dangerous encounter. Playing "What If" games *regularly* keeps children's level of awareness high and their personal safety skills sharp. *Practice makes perfect.*

ChildSafeNet works in partnership with the Fairfax County Police to make our communities safer for kids. For more information on child/teen safety, or to schedule a *ChildSafeNet* program, contact Anne Harrison, Executive Director, at 703.768.9477, or anne@childsafenet.org. Visit *ChildSafeNet* online at www.childsafenet.org for a wealth of good safety information as well as links to other organizations with expertise in the field of child protection. ChildSafeNet, Inc., PO Box 7144, Fairfax Station, VA, 22039.

OJJDP This product was supported by Grant No. 2005-DD-BX-0055 awarded by the Office of Juvenile Justice and Delinquency Prevention, Office of Justice Programs, U.S. Department of Justice. Points of view or opinions in this document are those of the author and do not necessarily represent the official position or policies of the U.S. Department of Justice.

the subject down into manageable parts, always keeping in mind that *practicing* these skills on an ongoing basis is essential.

First, let's define "stranger." For a minor, "stranger" should be defined as *anyone they do not know well*. For example, even a familiar person in your neighborhood who you only know by name should be considered a stranger. And the carpenter who has been remodeling your kitchen for six weeks - he's a stranger too because you really don't know him well. When teaching "stranger," use the real people in your child's life as examples. Defining exactly who and what a "stranger" is, is the first step in helping kids make safer

and attempt to lure them into inappropriate contact. "What If" games are great for teaching children about the various ways strangers might approach them. "What If" games could include: strangers asking for directions; requests for help in looking for a lost child (or puppy or kitten); asking a child to accept a letter to mail in a nearby mailbox, and; requests for help carrying something to a car, or into a house.

What should children be taught to do if a stranger approaches? Safe responses may include "I'll go get help" or "I'll go ask my dad." In conjunction with these types of verbal responses, kids should always be

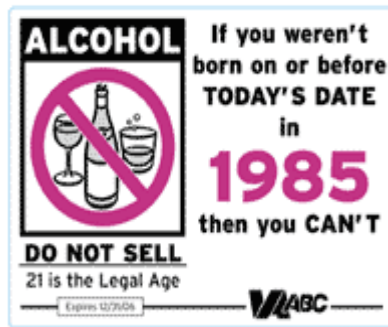
Sometimes parents are reluctant to teach personal safety lessons to their children for fear of frightening them. But children already hear scary stories and get misinformation from friends and classmates all the time. Giving kids accurate information and teaching them good safety skills *reduces* anxiety - theirs and yours - and helps build self-confidence. And confident people, big and small, are less likely to become victims. Even small children should be given age-appropriate information about body privacy. Learning that the parts of their bodies that are covered by bathing suits are personal and private, and that the same goes for everybody else,



Laws of the Month - Teenage Drinking

4.1-305. Purchasing or possessing alcoholic beverages unlawful

- A. No person to whom an alcoholic beverage may not lawfully be sold shall consume, purchase or possess, or attempt to consume, purchase or possess, any alcoholic beverage, except (i) pursuant to subdivisions 1 through 7 of § 4.1-200; (ii) where possession of the alcoholic beverages by a person less than 21 years of age is due to such person's making a delivery of alcoholic beverages in pursuance of his employment or an order of his parent; or (iii) by any state, federal, or local law-enforcement officer when possession of an alcoholic beverage is necessary in the performance of his duties. Such person may be prosecuted either in the county or city in which the alcohol was possessed or consumed, or in the county or city in which the person exhibits evidence of physical indicia of consumption of alcohol.
- B. No person under the age of 21 years shall use or attempt to use any (i) altered, fictitious, facsimile or simulated license to operate a motor vehicle, (ii) altered, fictitious, facsimile or simulated document, including, but not limited to a birth certificate or student identification card, or (iii) motor vehicle operator's license, birth certificate or student identification card of another person in order to establish a false identification or false age for himself to consume, purchase or attempt to consume or purchase an alcoholic beverage.
- C. Any person found guilty of a violation of this section shall be guilty of a Class 1 misdemeanor; and upon conviction, (i) such person shall be ordered to pay a mandatory minimum fine of \$500 or ordered to perform a mandatory minimum of 50 hours of community service as a condition of probation supervision and (ii) such person's license to operate a motor vehicle in the Commonwealth may be suspended for a period of not more than one year. The court, in its discretion and upon a demonstration of hardship, may authorize any person convicted of a violation of this section the use of a restricted permit to operate a motor vehicle in accordance with the provisions of subsection D of § 16.1-278.9 or subsection E of § 18.2-271.1 or when referred to a local community-based probation program established pursuant to Article 9 (§ 9.1-173 et seq.) of Chapter 1 of Title 9.1. During the period of license suspension, the court may require a person issued a restricted permit under the provisions of this subsection to be (i) monitored by an alcohol safety action program, or (ii) supervised by a local community-based probation program established pursuant to Article 9 (§ 9.1-173 et seq.) of Chapter 1 of Title 9.1, if one has been established for the locality. The alcohol safety action program or local community-based probation program shall report to the court any violation of the terms of the restricted permit, the required alcohol safety action program monitoring or the local community-based probation and any condition related thereto or any failure to remain alcohol-free during the suspension period.



§ 4.1-306. Purchasing alcoholic beverages for one to whom they may not be sold; penalty; forfeiture.

A. Any person who purchases alcoholic beverages for another person, and at the time of such purchase knows or has reason to believe that the person for whom the alcoholic beverage was purchased was (i) interdicted, or (ii) intoxicated, is guilty of a Class 1 misdemeanor.

A1. Any person who purchases for, or otherwise gives, provides, or assists in the provision of alcoholic beverages to another person, knowing that such person was less than 21 years of age, except (i) pursuant to subdivisions 1 through 7 of § 4.1-200; (ii) where possession of the alcoholic beverages by a person less than 21 years of age is due to such person's making a delivery of alcoholic beverages in pursuance of his employment or an order of his parent; or (iii) by any state, federal, or local law-enforcement officer when possession of an alcoholic beverage is necessary in the performance of his duties, is guilty of a Class 1 misdemeanor.

B. In addition to any other penalty authorized by law, any person found guilty of a violation of this section may have his license to operate a motor vehicle suspended for a period of not more than one year. The court, in its discretion, may authorize any person convicted of a violation of this section the use of a restricted permit to operate a motor vehicle in accordance with the provisions of subsection D of § 16.1-278.9 or subsection E of § 18.2-271.1.

To pass or not to pass. What is a divided highway? By MPO Vincent DarConte

One of the duties of a patrol officer is to direct traffic at school crossings. I was performing this function and noticed four vehicles pass a stopped school bus on Stone Road in the Sully District Station. The school bus was in the north-bound traffic lanes, the vehicles in question were south-bound. I was able to stop two of the vehicles and was surprised at the drivers' explanations for why they did not stop. The drivers of the vehicles stated Stone Road is a divided highway so they are not required to stop.

In part they were both correct, the code of Virginia 46.2-859 states in part "The driver of a vehicle, however, need not stop when approaching a school bus if the school



Divided Highway - You do not need to stop for buses.

Not a Divided Highway - **You Must Stop**



bus is stopped on the other roadway of a divided highway, on an access road, or on a driveway when the other roadway, access road, or driveway is separated from the roadway on which he is driving by a physical barrier or an unpaved area.

So what is a divided highway/physical barrier in regards to school buses? For a roadway to be considered a divided highway there must be some type of physical barrier between the two sections of roadway, such as a cement median or a grass median. If you are ever in doubt **STOP**. The few minutes spent waiting is worth not having someone injured.



The Fairfax County Community Emergency Alert Network (CEAN) will deliver important emergency alerts, notifications and updates during a major crisis or emergency. Messages will be delivered to any e-mail accounts, cell phones, text pagers, satellite phones or wireless PDAs that you register.

When an incident or emergency occurs, the CEAN will be your connection to real-time updates, instructions on where to go, protective actions that need to be taken and other important information.

Sign up today at:
www.fairfaxcounty.gov/cean

Fairfax County Office of Emergency Management
Tel: 703-324-2362 • TTY 711
www.fairfaxcounty.gov
February 2005

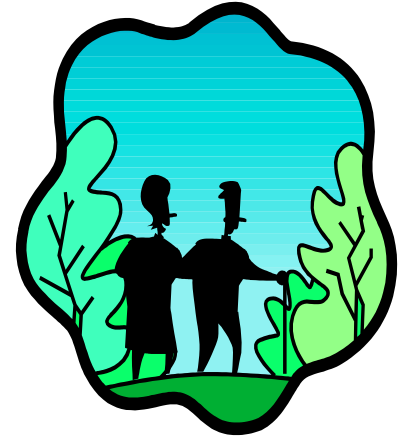
The Fairfax County CEAN will be used in conjunction with other public notification methods, such as cable Channel 16, the Fairfax County Government Web site (www.fairfaxcounty.gov), the Fairfax County Government Emergency Information Line (703-817-7771, TTY 711) and area media, both radio and television.

"Fairfax County is committed to a policy of nondiscrimination in all county programs, services and activities and will provide reasonable accommodations upon request. To request special accommodations call, Fairfax County Police, Commander of Personnel Division 703-246-7562, TTY 703-204-2264 or the Virginia Relay Center TTY 1-800-828-1120. Please allow seven working days in advance of the event in order to make the necessary arrangements."

Mount Vernon Police Ledger March 2009

Assistance for Seniors with Disabilities

The Mount Vernon District Station of the Fairfax County Police Department has a program to assist families with adults and children who have cognitive disabilities. Such conditions include autism, dementia, Alzheimer's, amnesia and other disabilities that may affect memory or the ability to communicate. The objective is to help your loved one return home quickly in the event that they are lost or come into police contact. Mount Vernon District Station encourages you to register any family member who has cognitive disabilities. This program would benefit you and your loved because a photo of the lost person, and their name and address gives the police a tool to help return your loved one in a timely manner.



If you participate in this program, a Fairfax County police officer will respond to your residence to photograph your loved one and obtain necessary information. This service is free. A current photograph and pertinent information is an invaluable resource for law enforcement in these situations and can expedite the return of your loved one.

This information will not be released to the public and will be used for law enforcement purposes only.

Please direct any inquires or appointment request to:

PFC Melissa Wallace 703-360-8400 ext.2315 or e-mail Melissa.wallace@fairfaxcounty.gov

MPO Robbie Clift 703-360-8400 ext. 2259 or e-mail Robert.clift@fairfaxcounty.gov

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Dates to Remember :

- March 8 - Daylight Savings Time
- March 10 - CAC Meeting
- March 17 - St. Patrick's Day
- March 20 - First Day of Spring

Tips on Protecting your Home and Property

- Immediately call the police whenever you observe something suspicious. Many crimes would be deterred if everyone was alert to suspicious activity and notified the police.
- Maintaining an appearance of occupancy, even when your residence is vacant, is essential to thwarting burglary attempts. Timers which automatically regulate the interior lighting of a home can make it look “lived in.” Timers can be used while on vacation, when you are out to dinner or even during the day while at work. A talk radio station on a timer can also deter burglars from entering your home.
- Exterior lighting is extremely important to residential security. Yard lights and entrance lights can be equipped with sensors and timers to turn lights on at dusk and off at dawn while motion detector can be installed to turn lights on when someone enters your property.



- Many home owners wish to increase their protection by adding an alarm system. This is highly recommended because individuals who have been arrested say that an alarm is the number one deterrent that keeps them from burglarizing a residence.
 - Keep doorways, windows and porches clear when planting bushes and flowers. Remember that the bushes which provide you with privacy also gives a burglar a place to hide.
 - Window locks are just as important as locks on your door. All basement windows and ground floor windows as well as those easily reached from places like the roof, porch and carport should be secured. Locks on these windows prevent a burglar from breaking the window and reaching in and opening the latch. Burglars seldom crawl through the broken glass in a window frame.
- Let your neighbors know when you plan to go on vacation and do the following:
 - Stop your papers (including the free neighborhood newspaper)
 - Stop your mail
 - Lock up outside ladders
 - Mark your valuable property so it can be identified if it is stolen. Engravers may be borrowed from Fairfax County Public Libraries. Also, take pictures of your valuables to help with identification if they are stolen.

These home security tips and many more are what a trained officer will tell you if you schedule a Home Security Survey. The surveys are free and provided to you as a service. Call the Mount Vernon District Crime Prevention Officers at 703-360-8928 to schedule yours!

To Report Crime Call: **911 (Emergency)**

703-691-2131 (Non-Emergency)

Resolve to Participate in Your Neighborhood Watch

The Fairfax County Police Department would like every community in Mount Vernon to have a Neighborhood Watch and encourage's an increase in the number of participants in communities where a Watch already exists. We resolve to do all we can to help communities start and sustain the Watch program. We have found that many people shy away from participating in, or organizing, a Watch for many reasons. The excuses range from "I have no time to spare" to "there is no crime in our community" or a fear that the neighborhood predator will retaliate. Neighborhood Watch does not require anyone to walk, drive, confront, contact or do anything they would be uncomfortable with. In fact, during Neighborhood Watch training, we explicitly tell Watchers NOT to contact or confront those seen acting criminally or suspiciously.



A priority for the Watch program is establishing a means of communication between: 1) neighbors 2) neighboring communities 3) the police department. The more accurate and timely information we can get out to an organized Watch group, the better they can help us protect their communities. With more people "in the know" we have a greater likelihood of having someone call the police for suspicious activity.

Neighborhood Watch is not an instant fix, nor is it a panacea, but when neighbors care about and participate in the program, we have a better chance at solving current problems or those that may crop up in the future. Time constraints affect everyone and we understand that it is hard to find the time for another project. However, what could be more important than looking out for the safety of our families, property and community?

Fear of reprisals or retaliation is a problem we police officers understand, which is why, as I stated earlier, the program strongly dissuades against any contact or confrontation between Watcher/Resident and potential suspects. We want hundreds of pairs of eyes looking out for suspicious/criminal activity and then calling us with timely, accurate and detailed information. This simple act greatly increases the police department's ability to investigate, arrest and deter crime.

No matter where we live, at some point our community will be touched by crime. Be it property, violent or nuisance crimes, quality of life issues or proximity to a serious event, all are possible and require awareness and preparedness. It is better to lay the foundation and be prepared than to wait and be caught flat-footed after an incident occurs. Starting and maintaining a Watch program can be a challenge because of the issues mentioned in this article as well as other considerations specific to your community. It will require a core group of dedicated persons to establish a program but after the initial struggle, the time involvement generally decreases. The activity or the passivity of the Watch is totally up to the community and its needs. As we said before the most important part is the communications network.



Please consider making a resolution to join or create a Neighborhood Watch for your community.

For more information on Neighborhood Watch please contact MPO Robbie Clift at 703-360-8400 ext 2259 or e-mail Robert.clift@fairfaxcounty.gov.

“Don’t Talk To Strangers” just isn’t good enough any more.

by Lynn Rafferty and Martha Johnson r.a.d.KIDS Instructors, PRE-ACT, Inc.

“Don’t talk to strangers!” We’ve all said it to our kids. But in the modern, fast-paced information age we live in, that’s just not good enough anymore. Why not? Because strangers talk to kids all the time - sometimes just to be friendly, sometimes to offer assistance and sometimes with criminal intent. Children who are lost and looking for help are probably going to *need* to ask a stranger for help.

Teaching kids good safety practices can become *very* confusing. So let’s break the subject down into manageable parts, always keeping in mind that *practicing* these skills continuously is essential.

First, let’s define “stranger.” For a minor, “stranger” should be defined as *anyone they do not know well*. For example, even a familiar person in your neighborhood whom you only know by name should be considered a stranger. And the carpenter who has been remodeling your kitchen for six weeks is a stranger too, because you really don’t know him well. When teaching “stranger,” use the real people in your child’s life as examples. The first step in helping kids make safer choices when situations arise is to define exactly who and what a “stranger” is.

Next, children need to be taught that under no circumstances is it appropriate for strangers to ask kids for help. Strangers (and adults) ask *adults* for assistance, not children. If someone breaks this rule, an alarm bell should go off in your child’s head. For young children, you can call that alarm bell their “spidey-sense” (just like Spiderman has). Predators use the fact that children are raised to be polite and helpful to gain their trust and attempt to lure them into inappropriate contact. “What If” games are great for teaching children about the various ways strangers might approach them. “What If” games could include: strangers asking for directions; requests for help in looking for a lost child (or puppy or kitten); asking a child to accept a letter to mail in a nearby mailbox and; requests for help carrying something to a car or into a house.

What should children be taught to do if a stranger approaches? Safe responses may include “I’ll go get help” or “I’ll go ask my dad.” In conjunction with these types of verbal responses, kids should always be taught to move away quickly, run home, go to the nearest known adult or “safe” adult (a police officer, store manager, clerk, or a mother with children) or to a busy store or public area. This response allows a child to feel polite or helpful while simultaneously removing himself or herself from a potentially dangerous encounter. Playing “What If” games *regularly* keeps children’s level of awareness high and their personal safety skills sharp. *Practice makes perfect.*

Sometimes parents are reluctant to teach personal safety lessons to their children for fear of frightening them. But children already hear scary stories and get misinformation from friends and classmates all the time. Giving kids accurate information and teaching them good safety skills *reduces* anxiety – theirs and yours - and helps build self-confidence. And confident people, big and small, are less likely to become victims. Even small children should be given age-appropriate information about body privacy. Learning the parts of their bodies that are covered by bathing suits are personal and private, and that the same goes for everybody else, is an important concept to instill early in a child’s life. The more clear, accurate information children have, and the sooner they have it, the better protected they are. A child predator once said: “The best gift you can give me is an ignorant child.”

It is great to know that parents and other caring adults can help ensure that each and every child is well-prepared to enjoy the happy and safe childhoods they deserve.

ChildSafeNet works in partnership with the Fairfax County Police to make our communities safer for kids. For more information on child/teen safety, or to schedule a *ChildSafeNet* program, contact Anne Harrison, Executive Director, at 703.768.9477, or anne@childsafenet.org. Visit *ChildSafeNet* online at www.childsafenet.org for a wealth of good safety information as well as links to other organizations with expertise in the field of child protection. ChildSafeNet, Inc., PO Box 7144, Fairfax Station, VA, 22039.

OJJDP This product was supported by Grant No. 2005-DD-BX-0055 awarded by the Office of Juvenile Justice and Delinquency Prevention, Office of Justice Programs, U.S. Department of Justice. Points of view or opinions in this document are those of the author and do not necessarily represent the official position or policies of the U.S. Department of Justice.

Laws of the Month

Shoplifting - § 18.2-103. Concealing or taking possession of merchandise; altering price tags; transferring goods from one container to another; counseling, etc., another in performance of such acts.



Whoever, without authority, with the intention of converting goods or merchandise to his own or another's use without having paid the full purchase price thereof, or of defrauding the owner of the value of the goods or merchandise, (i) willfully conceals or takes possession of the goods or merchandise of any store or other mercantile establishment, or (ii) alters the price tag or other price marking on such goods or merchandise, or transfers the goods from one container to another, or (iii) counsels, assists, aids or abets another in the performance of any of the above acts, when the value of the goods or merchandise

involved in the offense is less than \$200, shall be guilty of petit larceny and, when the value of the goods or merchandise involved in the offense is \$200 or more, shall be guilty of grand larceny. The willful concealment of goods or merchandise of any store or other mercantile establishment, while still on the premises thereof, shall be prima facie evidence of an intent to convert and defraud the owner thereof out of the value of the goods or merchandise.

Grand Larceny - § 18.2-95. Grand larceny defined; how punished.

Any person who (i) commits larceny from the person of another of money or other thing of value of \$5 or more, (ii) commits simple larceny not from the person of another of goods and chattels of the value of \$200 or more, or (iii) commits simple larceny not from the person of another of any firearm, regardless of the firearm's value, shall be guilty of grand larceny, punishable by imprisonment in a state correctional facility for not less than one nor more than twenty years or, in the discretion of the jury or court trying the case without a jury, be confined in jail for a period not exceeding twelve months or fined not more than \$2,500, either or both.



Petit Larceny - § 18.2-96. Petit larceny defined; how punished.

Any person who:

1. Commits larceny from the person of another of money or other thing of value of less than \$5, or
2. Commits simple larceny not from the person of another of goods and chattels of the value of less than \$200, except as provided in subdivision (iii) of § 18.2-95, shall be deemed guilty of petit larceny, which shall be punishable as a Class 1 misdemeanor.

**Anyone with information is asked to call
Crime Solvers at**

1-866-411-TIPS[8477] or

Fairfax County Police at 703-691-2131.



What to Do When You are Stopped by Police

Article located at www.fairfaxcounty.gov/police

Your Safety is Important to Us!

The Police Department suggests that the actions listed in this page be taken if you are stopped by a police officer. When you follow them, your encounter with the police will likely be brief, positive and much safer for both you and the officer.

Awareness as well as involvement and cooperation are essential elements of effective policing.

Why do police stop citizens/vehicles?

You:

- fit the description of a suspect.
- witnessed a crime.
- appear to need assistance.
- have been pointed out as a suspect.
- are in an area where a crime has just occurred.

violated the law.

When approached by a police officer:

- Follow the officer's instructions.
- Keep your hands clearly visible.
- Make movements slowly.
- Verbally inform the officer of any weapon present and whether you possess a concealed handgun permit for it.

Wait for specific instructions.

- Remain calm and do not become argumentative.

Cooperation on your part can greatly reduce the time the officer detains you.

When in a vehicle:

- Follow the previous instructions
- Remain seated in the vehicle; do not get out of the vehicle unless instructed to do so.
- Keep your hands visible.
- During darkness, turn on the interior light prior to the officer approaching.
- Produce your drivers license and vehicle registration upon request.

Remember

There are many reasons why you might be stopped by the police. Whatever the reason, the police officer needs your cooperation. Overreaction can make the situation worse.

Consider that the officer:

- May not be stopping you for the same reason that you perceive.
- Usually does not have any previous knowledge of you.
- Is trained to remain in a position that enhances his or her safety.

Does not intend to offend you.

You maybe searched:

- when arrested
- when a warrant exists
- when you have given consent.
- when probable cause to arrest exists.

Police officers may at any time request permission to search a person, vehicle or property. If permission is freely and knowingly given, the officer may conduct a search as granted.

If the police officer suspects that you may be armed, the officer is allowed to frisk you to see if you have any weapons. This procedure is to ensure the safety of everyone present.



Crossing Guards Needed

Being a crossing guard is a very important job. A crossing guard makes sure students cross the street safely and keeps an eye on strangers in the area. In essence, you are our extended eyes and ears for the community. When there is not a crossing guard to work a mandated crossing location, a police officer has to handle the crossing. There can be “four” to “five” crossings a day that the police have to handle. This means there are fewer officers to handle calls, which increases the response time to critical incidents.

Please call the Mount Vernon station if you are interested in becoming a crossing guard. This is another great opportunity for you to help out in the community and get paid doing it.

What do Crossing Guards Do?

- Work 10 hours per week.
- Control traffic to ensure the safe and orderly movement of student pedestrians to and from school.
- Monitor operation of wink-o-matic school flashing lights during opening and closing times and report any malfunctions.
- Report hazardous traffic conditions at student crossing locations.

What qualifications do you need?

- High school diploma or a G.E.D. issued by a state department of education.
- Knowledge of traffic regulations.
- Ability and willingness to work in inclement weather.
- Ability to work with children, ability to follow written and oral instructions, tact and courtesy.

Applicants should be able to pass a medical exam provided by the Occupational Health Center. They must satisfactorily complete a criminal background check.

Benefits: Uniforms and training are provided. Employees are able to participate in a retirement program; they earn annual and sick leave according to hours worked (minimum of 1 hour per pay period); they are reimbursed for mileage and afforded the option of enrolling in a health plan if they have more than two crossings.

How do you apply? You can get an application at www.fairfaxcounty.gov/police or from the Mount Vernon District Police Station. You can also contact Sgt. John Stern at the Mount Vernon station at 703-360-8400 ext 2298 or email Jonathan.Stern@fairfaxcounty.gov.

Pay: \$12.80 to \$21.34/hour

COME JOIN OUR TEAM



CROSSING GUARDS NEEDED IN YOUR COMMUNITY

**THE FAIRFAX COUNTY POLICE DEPARTMENT
IS SEEKING QUALIFIED APPLICANTS FOR THE
POSITION OF SCHOOL CROSSING GUARD**



**Mount Vernon Citizens
Advisory Committee**

**Fairfax County Police
Department**

Mount Vernon District Station
2511 Parkers Lane

Alexandria, Virginia 22306

Station Phone Number: 703-360-8400

Crime Prevention: 703-360-8928

Email: mtvcpo@fairfaxcounty.gov

Non-Emergency—703-691-2131

EMERGENCY—911

***Making Our Community Safer
Through Crime Prevention***

Mount Vernon Citizens Advisory Committee

Chairman - Judy Schultheis

Vice Chairman - Ginger Krup

Treasurer - Marianne Baltimore

Secretary - Mary Alvarado

Mount Vernon District Station

Station Commander - Captain David Moyer

Assistant Commander - Lieutenant David Russell

Crime Prevention Officer - MPO Robbie Clift

Crime Prevention Officer- PFC Daryl Davis

Fairfax County is committed to nondiscrimination in all county programs, services and activities. Reasonable accommodations will be provided upon request. Call 703-691-2131, TTY 703-204-2664

A Fairfax County, Va., publication

**Remember, for Non-Emergency events or reports, call
703-691-2131**

The Mount Vernon Citizens Advisory Committee's monthly meeting will be on March 10 and will be held at the Mount Vernon District Police Station at 7:30 p.m. The speaker will be Gerry Hyland the Mount Vernon District Supervisor. Mr. Hyland will be talking about revitalization of the Route 1 corridor and the county budget.

