

**LOS ANGELES POLICE DEPARTMENT**  
**Crisis Negotiations**  
**1850-20773**

**Instructional Goal:** At the completion of this course the student will be familiar with and be able to apply the verbal strategies used to manage a hostage/barricaded/suicidal subject incident.

REVERENCE FOR HUMAN LIFE: Reverence for human life is the primary consideration in developing tactics and strategies in pursuit of our motto: "To Protect and To Serve."

**Performance Objectives:** Using speaker led presentations, group activities, case studies, final exam and evaluations the students will:

- Understand the communication techniques used during negotiation strategies
- Apply verbal skills and comprehend tactical techniques during scenario training
- Be familiar with the psychological, cultural and liability issues involved in these type of incidents
- Understand the Crisis Negotiation Team (**CNT**) responsibilities and objectives
- Understand how verbal techniques can directly impact and assist physical tactics
- The student will demonstrate an understanding of how our Department's guiding value of Reverence for Human Life is the moral and ethical foundation of de-escalation, tactics, reasonable force, and Officer safety
- Understand appropriate use of force options, de-escalation techniques and command and control
- By the conclusion of the training, students will understand how the application of this training is in keeping with our Department's UOF policies, philosophy, and tactical planning

**Day 1**

- |            |   |                 |
|------------|---|-----------------|
| <b>I.</b>  | <b>Introduction and Overview</b>          | <b>(30 min)</b> |
| A.         | Welcome, Introduction and Course Overview |                 |
|            | 1. Introduction of Instructors            |                 |
|            | 2. Overview of Training                   |                 |
|            | 3. Student Introduction                   |                 |
| <br>       |   |                 |
| <b>II.</b> | <b>Evolution of Crisis Negotiations</b>   | <b>(45 min)</b> |
| A.         | Munich Massacre                           |                 |
|            | 1. Lessons Learned                        |                 |
| B.         | Formation of LAPD CNT Model               |                 |
|            | 1. Case studies (Formative Years)         |                 |

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**III. Current Structure of LAPD SWAT CNT (30 min)**

- A. Centralized vs De-Centralized
  - 1. Pros and Cons
- B. SWAT CNT Cadre Personnel
  - 1. Selection
- C. BSS (Behavioral Science Services)
  - 1. Roles and Responsibilities

**IV. General Overview of SWAT Deployments (PSP IV, a) (30 min)**

- A. Organizational Structure
  - 1. Chain of Command
  - 2. Cadres
- B. Different SWAT response packages
  - 1. 4 types of packages
- C. SWAT deployment statistics
  - 1. CNT effect on use of force applications
- D. CNT role in Hostage Rescue incidents
  - 1. Critical role in gathering intelligence
- E. General progression of a barricade only type call out (stronghold)
  - 1. Step by Step guide with guiding principle that officer safety is paramount.

**V. De-Escalation and the P.A.T.R.O.L. Acronym (PSP IV, b, c) (90 min)**

- A. Define tactical de-escalation
  - 1. Techniques to reduce escalation and increase de-escalation
  - 2. Techniques to increase options for officers
  - 3. Techniques to mitigate need for higher level of physical force
  - 4. Department's guiding value of "Reverence for Human Life" is the foundation of de-escalation, tactics, reasonable force and officer safety.
  - 5. Discussion of related department directives, policy updates, legislative updates and court cases.
    - a. Use of Force Policy<sup>1</sup>
    - b. Department Directive No. 16, Tactical De-Escalation<sup>2</sup> (P.A.T.R.O.L.)
- B. California Penal Code section 835(a)<sup>3</sup> As set forth below, it is the intent of the Legislature that peace officers use deadly force only when necessary in defense of human life. In determining whether deadly force is necessary, officers shall evaluate each situation in light of the particular circumstances of each case and shall use other available resources and techniques if reasonably safe and feasible to an objectively reasonable officer.

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<sup>1</sup> Department Manual Section 1/556.10, Policy on the Use of Force

<sup>2</sup> LAPD Use of Force-Tactics Directive No. 16, Tactical De-Escalation Techniques

<sup>3</sup> California Penal Code Section 835a

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1. The totality of the circumstances
  2. That individuals with physical, mental health, developmental, or intellectual disabilities are significantly more likely to experience greater levels of physical force during police interactions, as their disability may affect their ability to understand or comply with commands from peace officers. It is estimated that individuals with disabilities are involved in between one-third and one-half of all fatal encounters with law enforcement.
  3. Totality of the circumstances, that such force is necessary
  4. Any peace officer who has reasonable cause to believe that the person to be arrested has committed a public offense may use reasonable force to;
    - a. Effect the arrest
    - b. Prevent escape
    - c. Overcome resistance
    - d. Only reasonable force may be used
    - e. You must have reasonable suspicion to believe that the person to be arrested has committed a public offense
  5. *Graham v. Connor* 490 U.S. 386 (1989) affirms the “objectively reasonable” standard and states that the “reasonableness” of a particular use of force must be judged from the perspective of a reasonable officer on the scene, and its calculus must embody an allowance for the fact that police officers are often forced to make split-second decisions about the amount of force necessary in a particular situation.
    - a. No 20/20 hindsight
    - b. Based on the totality of facts known at the time
    - c. Would another officer with similar training and experience, facing similar circumstances act the same way or use similar judgement?
    - d. Does not have to be the best decision, just a reasonable decision
- C. Command and Control<sup>4</sup>
1. The use of active leadership to direct others while using available resources to coordinate a response, accomplish tasks and minimize risk.
  2. Initial responsibility to begin the process to develop a plan of action falls upon the senior officer, or any officer on-scene who has gained sufficient situational awareness.
  3. Tactical Consideration
- D. P.A.T.R.O.L.<sup>5</sup>
1. Planning, Assessment, Time, Redeployment, Other Resources and Lines of Communications
  2. Department’s guiding principle of “Reverence for human life.”
  3. SWAT guiding principle that we are a “Lifesaving organization.”
- E. Case Study: Watch video of law enforcement related incident

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<sup>4</sup> Training Bulletin, Volume XLVII Issue 4, COMMAND AND CONTROL

<sup>5</sup> LAPD Use of Force-Tactics Directive No. 16, Tactical De-Escalation Techniques

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1. Deeper look into Officers' response
2. Group discussion analyzing response using PATROL acronym
- F. Case Study: Watch video of law enforcement related incident
  1. Deeper look into Officers' response
  2. Group discussion analyzing response using PATROL acronym
- G. Case Study: Watch video of law enforcement related incident
  1. Deeper look into Officers' response
  2. Group discussion analyzing response using PATROL acronym
- H. Group Activity: "Mind map exercise"
  1. Ask: What are community expectations of law enforcement
    - a. Students will complete on easel board with group
    - b. Group discussion on mapping results
  2. Ask: What are possible outcomes after a use of force
    - a. Students will complete on easel board with group
    - b. Group discussion on mapping results
- I. Case Study: Watch video of law enforcement related incident
  1. Deeper look into Officers' response
  2. Group discussion analyzing response using PATROL acronym
- J. SWAT incidents have a lower percentage of applied force
  1. Factors explained
- K. Core CNT Concept employs the following:
  1. Verbal and physical tactics working in sync with one another
  2. Psychological assessments of subjects/suspects
  3. Manipulative communication intended to solicit a specific behavior from a subject/suspect

**VI. Introduction to Negotiations**

**(PSP IV, f)(30 min)**

- A. Objectives
  1. Save lives (Reverence for human life)
  2. Buy Time
  3. Release of hostages
  4. Gather Intelligence
  5. Support of overall incident command system
- B. Determinants
  1. Instrumental vs Expressive Demands/Needs
  2. Subject Types
  3. Hostage Presence
- C. Critical Elements
  1. Identify leverage points
  2. Examples of leverage: Rational, Emotional, Time and/or Perception of power

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**VII. Active Listening and Communication Skills (PSP IV, d, e)(105 min)**

- A. Dialogue preparation
  - 1. Prior to dialing in
  - 2. Mental checklist (knowledge of Subject/Suspect)
  - 3. Using a script for verbiage
  - 4. Use of secondary negotiator as sounding board
  - 5. Passing notes (between primary and secondary negotiator)
- B. Dial Up protocols
  - 1. Securing intelligence. Secure as much intelligence regarding the circumstances of the incident prior to calling in.
  - 2. Witness info
  - 3. Victim info
  - 4. Suspect/Subject info
  - 5. Phone information
  - 6. Social media accounts
- C. The Call
  - 1. Prior to initial call, ensure to coordinate with the Tactical Team
  - 2. Declaration/Time stamp when actual first call attempt is made
  - 3. Declaration of any phone activity is critical to Tactics
  - 4. Using phone calls for diversionary purposes or to verify possible position inside structure.
- D. Critical Conversation Factors
  - 1. Initial beginning part of conversation is the most critical
  - 2. Setting the tone
  - 3. Second most critical part of the negotiation process are the surrendering protocols and coordinating with Tactical/Arrest team.
- E. Elements of the conversation
  - 1. Anticipate high level of anxiety on part of the subject/suspect
  - 2. High emotions
  - 3. Rational behavior
  - 4. Irrational behavior
  - 5. Analogous to cold calling
  - 6. What not to do
- F. Basic Listening and Communication Techniques
  - 1. Active Listening/Communicating
  - 2. Minimize the circumstances as a strategy
  - 3. Establishing rapport
  - 4. Evaluating the suspect/subject
  - 5. Don't overlook basic police instincts or your experience
  - 6. Use of the PATROL acronym to assist in problem solving and de-escalation efforts
- G. Establishing credibility
  - 1. Create a picture of progress

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2. Recap circumstances
3. Solve the problem together
- H. Ask Open Ended Questions
  1. What happened today?
  2. What is going on?
- I. Paraphrasing
  1. Repeat what was said in your own words
  2. Use empathetic tone
- J. Emotional Labeling
  1. Making an assessment to identify the subjects/suspect's feelings
  2. "It sounds like you are upset because you were let go"
  3. Acknowledges that you are listening
- K. Reflective Responses
  1. Reflecting the meaning or "essence" of subject's/suspect's statement or question.
  2. Ex: Susp asks "Can you believe my wife wants me out of the house?" Answer: When you think of leaving your own home it's upsetting, you have lived there a long time.
- L. Effective Pauses
  1. Used to entice a subject/suspect to continue with their thoughts or dialogue
  2. Use of effective pause shows that you are listening and trying to process information
- M. Minimal Encouragers
  1. Short terms or acknowledgements used by the negotiator to lure the subject/suspect into providing more information.
    - a. "And"
    - b. "Then"
    - c. "Uh-Huh"
- N. Negotiator Communications skills
  1. Don't take their anger or erratic behavior personally
  2. Avoid using terms or statements that "de-value" their emotions.
    - a. Example: "You're lucky it could have been a worse divorce."
    - b. Example: "I know exactly how you feel."
- O. "I" messages
  1. This could signal that rapport has been established and you are working towards a goal.
  2. When a Subject uses "I" instead of speaking about the incident in generic terms it signals a more personal tone.
    - a. Example: Suspect/Subject "I want to want to talk to you face to face."
  3. The negotiator should also use "I" messages to reflect the same level of rapport.
    - a. Example: Negotiator says, "I would feel much better if you put the gun down and come to the door to talk face to face."
- P. Redirecting
  1. Often subjects/suspects will change topics of conversation suddenly

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2. When the subject of the conversation veers off too much then bring them back into solving the problem at hand.
  3. Let the subject/Suspect vent if it may seem helpful to calming him/her down
- Q. Saying “No” as the negotiator
1. Convince the subject/suspect that police decisions are reasonable
  2. “Soft Sell” in preparation for a future hard “No.” Lead up to circumstances or laws or policies that prevent certain demands from being met.
  3. Subject/Suspect may try and test the Negotiator’s credibility.
    - a. Do not promise anything that you cannot make happen
    - b. Do not try and fake being an expert on a topic that you are not knowledgeable about.
    - c. Career criminals will try and test your knowledge of the justice system, knowledge of what they believe is reasonable vs unreasonable
- R. Handling Suspect/Subject’s demands
1. Know verbal strategies for delaying/redirecting demands
  2. If you do supply a demand, what will you get in return?
    - a. Release of a hostage
    - b. Surrender
    - c. Water or food
    - d. Time
- S. Subject/Suspect Surrender
1. Appeal to the Suspect Ego
  2. Appeal to sense of fairness and meeting demands and your patience.
  3. Exploit the rapport or relationship that you have built
- T. When Negotiators are caught off guard
1. Repeat the suspect’s statements
  2. If subject/suspect “babbles on” or speaks too fast
    - a. Ask the subject/suspect to repeat himself
    - b. Use effective pauses
    - c. Feign incomprehension
- U. Changing behavior
1. Refer to step diagram that moves from irrational to rational behavior
  2. Rapport and time can slide the scale in your favor
- V. Hooks and Triggers
1. Define and Identify “Hooks”
  2. Define and Identify “Triggers”
  3. Learn how to appropriately apply/avoid Hooks vs Triggers
- W. Third Party Intermediaries (TPI)
1. Define and identify appropriate individuals that can act be used as a TPI
    - a. Friend
    - b. Relative
    - c. Co-worker

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- d. Employer
- e. Clergy
- f. Significant other
- 2. Methods of relaying the TPI's message
- 3. Use "Caution and Control," when filtering the TPI's message in order to achieve the best possible outcome.
  - a. Suitable
  - b. Cooperative
  - c. Controllable
  - d. Will they escalate or de-escalate the subject/suspect
- X. Changing Behavior
  - 1. Refer to step diagram that moves from irrational to rational behavior
  - 2. Rapport and time can slide the scale in your favor
- Y. CNT felonies
  - 1. "Can I get you anything?"
  - 2. Making references or suggesting "Hostages."
  - 3. Exacerbating words: "Shoot, Kill, or calling him/her Buddy or Pal"
- Z. Closing
  - 1. Maintain creativity and flexibility with dialogue
  - 2. Adapt techniques to fit your own style of negotiations
  - 3. Rely on input from the suspect
  - 4. Carefully consider whether your strategy fits the suspect
  - 5. Continued Assessment

**VIII. Situation Simulations**

**(PSP IV, i) (120 min)**

- A. **LEARNING ACTIVITY:** CNT Training Scenarios-Subject/Suspect refusing to submit to arrest that is barricaded and/or in a position of advantage inside a "stronghold."
- Purpose:** To provide the students with an interactive scenario in which the student must use critical thinking and strategic communications skills to manage negotiations in a crisis to the best reasonable conclusion.
- Procedure:** Group Activity
- 1. Students will be placed in three relatively equal groups
  - 2. The students will learn to enhance their skill set by practicing the skills and knowledge they have learned throughout their learning session
  - 3. The instructors will act as role players, proctors and evaluators
  - 4. The student will individually interact with the role player(s) as the other students will be present to observe and learn from the interaction between the students and role player(s).
  - 5. As the scenario progresses the instructor will move on to a new student to ensure every student gets an opportunity to participate
  - 6. The student will be evaluated on their ability to apply topics, skills and knowledge they have learned throughout the day



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7. **Scenario #1 – Domestic Violence**
  - a. **Debrief Discussion:** A group discussion using (PATROL Guideline) will be conducted within the group and an additional debrief will be presented to the whole class. During these discussions, areas of improvement will be discussed along with things that were done well. Again, emphasizing effective communication and active listening skills and de-escalation techniques.
8. **Scenario #2-459 Suspect armed with a lighter and unknown clear fluid**
  - a. **Debrief Discussion:** A group discussion using (PATROL Guideline) will be conducted within the group and an additional debrief will be presented to the whole class. During these discussions, areas of improvement will be discussed along with things that were done well. Again, emphasizing communication and active listening skills and de-escalation techniques.
9. **Scenario #3-Marijuana Grow search warrant at residence, hunting rifle registered to suspect**
  - a. **Debrief Discussion:** A group discussion using (PATROL Guideline) will be conducted within the group and an additional debrief will be presented to the whole class. During these discussions, areas of improvement will be discussed along with things that were done well. Again, emphasizing communication and active listening skills and de-escalation techniques.

**DAY 2**

- IX. Psychological Principles of Crisis Negotiations (PSP IV, f) (120 mins)**
- A. Objectives
    1. Crisis Negotiations and De-Escalation
    2. Connecting and communicating
    3. Motivating change/surrender
    4. Additional psychological strategies and considerations
  - B. **LEARNING ACTIVITY:** Discussion

**Purpose:** To assess what students already know about negotiations and relevant preconceived notions.

    1. The instructor will ask the students to indicate via their smartphones:
      - a. What situations they have negotiated in before?
      - b. What one word they would use to describe a negotiator?
      - c. What one word they would use to describe a barricaded subject?
      - d. What might a MHP (Mental Health Professional) offer in a crisis negotiation?
      - e. What is another term you have heard for an “emotionally disturbed” person?
    2. **Discussion:**
      - a. The instructor will display all responses in the form of a “word cloud” on the screen.
      - b. The instructor will highlight the pros/cons of various responses and indicate how they might effectiveness in negotiations.

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- C. The definition of crisis negotiations
  - 1. History of crisis negotiations
    - a. 1970's: Emphasis on terrorist acts
    - b. Present: Incidents that are more personal in nature
- D. LAPD P.A.T.R.O.L. acronym and relevance to crisis negotiations
  - 1. Planning; Assessment; Time; Redeployment/Containment; Other resources and Lines of Communication
- E. Most common types of situations requiring police negotiations
  - 1. Criminal Situations
    - a. LAPD 1938 standoff example
  - 2. Domestic barricades
  - 3. Terrorist incidents
- F. Making a connection
  - 1. Key ingredients
    - a. Trust
    - b. Rapport
    - c. Empathy
  - 2. Steps to take
  - 3. Verbal communication tactics
    - a. "Authentic chameleon"
  - 4. Styles to avoid
- G. **LEARNING ACTIVITY:** Role Play Scenario  
**Purpose:** To allow students the opportunity to practice different styles of communication
  - 1. The instructor will ask for 6 volunteers to come to the front of the class
  - 2. The instructor will present the class with the following scenario:
    - a. A 40-year-old subject is barricaded in his home. Subject fired one round inside his house before police arrived. Subject recently found out that his wife has been cheating on him for 5 years. He has communicated that he will kill the police.
  - 3. The instructor will ask each volunteer to negotiate using the following styles:
    - a. Problem solver
    - b. Buddy/Fellow traveler
    - c. "Columbo"
    - d. Firm/Directing
    - e. Nonjudgmental/Helpful
- H. Other key connection strategies
  - 1. Reinforcing desired behavior
  - 2. Active listening skills
  - 3. Assessing the situation
    - a. Instrumental needs
    - b. Expressive needs
- I. Motivating Change/Surrender

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1. Motivational interviewing model
  - a. Resolve ambivalence about surrender
  - b. Enhance discrepancy between behavioral goals
2. Moving people towards change
  - a. Express empathy
  - b. Develop discrepancy
  - c. Roll with resistance
  - d. Support self-efficacy
3. Resolve ambivalence about:
  - a. Negotiator
  - b. Self
  - c. Others
  - d. The situation
  - e. The negotiator's suggestions
  - f. Surrendering
- J. Additional negotiation considerations
  1. Time and rationality
  2. Stockholm syndrome
  3. Social psychology principles
    - a. Social proofs
    - b. Reciprocity
    - c. Foot in the door
    - d. Door in the face
    - e. Liking
    - f. Scarcity
  4. Other persuasion techniques
    - a. Power of suggestion
    - b. Saying "No" without saying no
- K. Evaluating CNT progress. Subject's . . .
  1. Talkativeness
  2. Calmness
  3. Willingness to discuss personal matters
  4. Rationality
- L. Resources
  1. Family
  2. Associates
  3. Mental Health Providers/Counselors
  
- X. MOST COMMON MENTAL HEALTH DISORDERS** **(PSP IV, g) (240 mins)**
  - A. Objectives
    1. Defining mental illness
    2. Signs and symptoms

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3. Understanding suicidal ideations and how it applies to CNT
- B. Statistics
  1. Mental illness in arrestee population
- C. Myths and mindset for interacting with those with mental illness
  1. Solicit facts from students to test their current knowledge of mental illnesses
  2. Students will view animation of successful, creative famous people with severe mental illness
- D. Focusing on what is observable
  1. Appearance
  2. Activity level
  3. Describing mood
  4. Sense-Making
  5. "Garlic vs Onions"
- E. **LEARNING ACTIVITY:** Video and small group activity  
**Purpose:** To have students learn and apply a 5-step observation process to a subject
  1. Students will be formed into 4-5 groups.
  2. Students will discuss as a group their application of what they learned from the video presentation as it applies to the proposed subject
  3. Groups will share with the rest of the class the steps they have identified to assess the subject's mental illness
- F. Psychotic Disorders
  1. Symptom review
  2. Examples of psychotic disorders:
    - a. Schizophrenia
    - b. Delusional disorder
  3. Video-first person point of view
  4. Considerations for CNT
- G. Mood Disorders
  1. Depression
    - a. Symptom review
    - b. **LEARNING ACTIVITY:** Using smart phone research depression symptoms of Men vs Women in small groups. Class will be divided into 4-5 groups  
**Purpose:** To restructure thinking around myths of depression and highlight how it may present differently
      - i. In small groups the students will discuss the results of their research and present it to the class
    - c. Considerations for CNT
  2. Mania
    - a. Symptom review
    - b. Show Video of "Homeland," to illustrate the behaviors of mania
    - c. Considerations for CNT
  3. Bipolar

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- a. Explanation of criteria and cycling
- b. Presentation with or without psychotic features
- c. Show video clip of “Married to Bipolar,” video to illustrate the complexity of bipolar
- d. Considerations for CNT
- 4. Anxiety/Trauma Disorders
  - a. Symptom review
  - b. Examples of the variety of anxiety disorders; panic disorders; PTSD (post-traumatic stress disorder); agoraphobia
  - c. Considerations for CNT
- 5. Suicidal Ideation
  - a. Statistics amongst the general population and trends
  - b. Break down of demographics
  - c. Additional risk factors
  - d. The continuum of suicidality
  - e. The “Psych-ache” illustrations of how suicidal people are thinking
  - f. Show video clip of “The Bridge”
  - g. Overlap with homicidal ideation
- H. Drug Influenced Behavior
  - 1. Stimulants
    - a. Observable behaviors
    - b. Cognitive impact and functioning
    - c. Elements to consider for CNT
    - d. Show video to illustrate stimulant use in various forms and behaviors
  - 2. Alcohol
    - a. Observable behaviors
    - b. Cognitive impact and functioning
    - c. Elements to consider for CNT
  - 3. Opiates
    - a. Observable behaviors
    - b. Cognitive impact and functioning
    - c. Elements to consider for CNT

**XI. Situation Simulations**

**(PSP IV, i) (120 mins)**

- A. **Learning Activity:** CNT training scenarios-Subject/Suspect is refusing to submit to arrest that is experiencing a form of mental illness and/or under the influence of controlled substance.

**Purpose:** To provide the students with an interactive scenario in which the student(s) must use critical thinking and strategic communication skills to manage crisis negotiations to the best reasonable outcome.

**Procedure:** Group Activity

1. Students will be placed into three relatively equal groups

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2. The students will learn to enhance their skill set by looking for signs and symptoms that may indicate whether the subject/suspect is experiencing mental illness or may be under the influence of a controlled substance
3. The instructors will act as role players, proctors, and evaluators
4. The student(s) will individually interact with the role player(s) as the other students will be present to observe and learn from the interaction between the student and the role player
5. As the scenario progresses the instructor will move on to a new student to ensure every student gets an opportunity to participate.
6. The student will be evaluated on their ability to apply topics, skills and knowledge they have learned throughout the lesson.
7. Students will have to try to identify whether the subject is suffering from a mental disorder and/or is under the influence of a controlled substance. If the student believes the subject is suffering from a mental disorder he/she must tell the instructor which mental disorder the subject has and the reasons why based on the day's lesson(s).
8. **Scenario #1: Male transient swinging cane in public park causing a disturbance**
  - a. **Debrief discussion:** A group discussion using (PATROL Guideline) will be conducted within the group and an additional debrief will be presented to the whole class. During these discussions, areas of improvement will be discussed along with things that were done well. Again, emphasizing communication and active listening skills and de-escalation techniques.
9. **Scenario #2: Young adult criminal threatens suspect inside his home**
  - a. **Debrief discussion:** A group discussion using (PATROL Guideline) will be conducted within the group and an additional debrief will be presented to the whole class. During these discussions, areas of improvement will be discussed along with things that were done well. Again, emphasizing communication and active listening skills and de-escalation techniques.
10. **Scenario #3: Male trespass susp in detached garage**
  - a. **Debrief discussion:** A group discussion using (PATROL Guideline) will be conducted within the group and an additional debrief will be presented to the whole class. During these discussions, areas of improvement will be discussed along with things that were done well. Again, emphasizing communication and active listening skills and de-escalation techniques.

**DAY 3**

**XII. Liability and Dealing with Critical Incidents**

**(90 mins)**

**A. Learning Activity:** Group discussion

**Purpose:** To get a general assessment of the group's knowledge of whether any public entity has a legal duty to provide police service in the state of California. The instructor will ask the following: "Do we have any legal duty to provide police services?"

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1. Calls for service?
  2. Crime prevention?
  3. Investigations?
  4. Report taking?
- B. California Government Code section 845
1. Neither a public entity or public employee is liable for failure to establish a police department or provide police protection
  2. Neither a public entity nor public employee is liable for failure to provide sufficient police protection
- C. Police Service is a “Provided Service” by public entities
1. Guiding principle of provided police service falls under what is “Objectively Reasonable.”
    - a. Officer’s conduct, decision-making and actions must be objectively reasonable
    - b. Officers will be judged upon by the totality of the circumstances
- D. **Learning Activity:** Group discussion about different case studies
- Purpose:** To provide students with different legal cases that will provide additional background, history and application of past issues that show how Officer’s conduct can lead to later ramifications
1. Penilla v. City of Huntington Park (115 F.3d 707, 9<sup>th</sup> Circuit 1997)
    - a. Provide background and facts of case (refer to instructor notes)
    - b. Debrief learning points with group discussion
  2. Maxwell v. County of San Diego (2013 U.S. App. Lexis 3106, 9<sup>th</sup> Circuit 2013)
    - a. Provide background and facts of case (refer to instructor notes)
    - b. Debrief learning points with group discussion
  3. Munger v. City of Glasgow (227 F.3d 1082, 9<sup>th</sup> Circuit 2000)
    - a. Provide background and facts of case (refer to instructor notes)
    - b. Debrief learning points with group discussion
  4. Estate of Amos v. City of Page (257 F.3d 1086, 9<sup>th</sup> Circuit 2001)
    - a. Provide background and facts of case (refer to instructor notes)
    - b. Debrief learning points with group discussion
  5. Bryan v. MacPherson (630 F.3d 805, 9<sup>th</sup> Circuit 2010)
    - a. Provide background and facts of case (refer to instructor notes)
    - b. Debrief learning points with group discussion
  6. Mattos v. Agarano (661 F.3d 443, 9<sup>th</sup> Circuit 2011)
    - a. Provide background and facts of case (refer to instructor notes)
    - b. Debrief learning points with group discussion
  7. Brooks v. City of Seattle (No. 08-15567, 9<sup>th</sup> Circuit 2011)
    - a. Provide background and facts of case (refer to instructor notes)
    - b. Debrief learning points with group discussion
  8. Marquez v. City of Phoenix (693 F.3d 1167, 9<sup>th</sup> Circuit 2012)
    - a. Provide background and facts of case (refer to instructor notes)
    - b. Debrief learning points with group discussion

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9. Boyd v. Benton County (374 F.3d 773, 9<sup>th</sup> Circuit 2004)
  - a. Provide background and facts of case (refer to instructor notes)
  - b. Debrief learning points with group discussion
10. Fisher v. City of San Jose (558 F.3d 1069, 9<sup>th</sup> Circuit 2009)
  - a. Provide background and facts of case (refer to instructor notes)
  - b. Debrief learning points with group discussion
11. Kennedy v. City of Ridgefield (493 F.3d 1055 9<sup>th</sup> Circuit 2006)
  - a. Provide background and facts of case (refer to instructor notes)
  - b. Debrief learning points with group discussion
12. Lopez v. City of San Diego (1987) 190 Cal.App3d 678
  - a. Provide background and facts of case (refer to instructor notes)
  - b. Debrief learning points with group discussion
13. Davidson v. City of Westminster (1982) 32 Cal.App3d 197
  - a. Provide background and facts of case (refer to instructor notes)
  - b. Debrief learning points with group discussion
14. Jensen v. City of Oxnard (145 F.3d 1078, 9<sup>th</sup> Circuit 1998)
  - a. Provide background and facts of case (refer to instructor notes)
  - b. Debrief learning points with group discussion

**E. LEARNING ACTIVITY: DISCUSSION ABOUT OFFICER LIABILITY**

**Purpose:** To provide the students with case studies that will provide background on issues where an Officer's conduct could potentially lead to excessive use of force issues.

**Procedure:** Large group activity

1. The instructor will ask: Can you be liable for the actions of another officer?
  - a. The instructor will allow the class to come to a consensus on a yes or no answer.
  - b. The instructor will then tell them the answer is "Yes." In certain circumstances Officers can be liable for the actions of other Officers.
2. Instructor will inform the class that not only the primary Officer who used force can be liable but also any involved officer who had an "integral participation," in the alleged violation.
3. Integral participation requires the following
  - a. Some fundamental involvement
  - b. Conduct that allegedly caused the violation
4. Case Study example of "Integral Participation:" Boyd v. Benton County 374 F.3d 773
  - a. Appeals court found that the "flash bang" device was unconstitutional search and seizure because Officer did not look where he was deploying such device.
  - b. Also found that officers present during service of warrant could also be liable because they knowingly were present during the operation and had prior knowledge that the flash bang was going to be deployed. They had sufficient time to object to such flash bang device use.
5. Case Study example of "Failure to Intervene:" Cunningham v. Gates (229 F.3d 1271, 1289, 9<sup>th</sup> Circuit 2000)



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- a. Police officer can be held liable for failing to intervene if fellow officer violates the constitutional rights of a suspect.
  - b. Liability only applies when the officer has a realistic opportunity to intervene and failed to do so.
6. Case Study example: Highlights of new use of force laws: CA Assembly Bill 392
- a. Deadly force only to be used when *necessary*
  - b. Use of force to be evaluated from perspective of *reasonable officer*
  - c. Must take into considerations regarding individuals with disabilities and possibly not understanding commands or actions from peace officers
  - d. Prohibition on using deadly force against persons who pose a danger only to themselves
7. Case Studies of "Supervisor Liability:"
- a. US v Koon F.3d 1416, 9<sup>th</sup> Circuit 1994
    - 1.) Explain background and facts of case
  - b. Johnson v Duffy 588 F.2d 740, 9<sup>th</sup> Circuit 1978
    - 1.) Explain background and facts of case
  - c. Blankenhorn v City of Orange 485 F.3d 463, 486; 9<sup>th</sup> Circuit 2007
    - 1.) Explain background and facts of case
  - d. Redman v County of San Diego 942 F.2d 1164 8<sup>th</sup> Circuit 1991
    - 1.) Explain background and facts of case
- F. Tips to minimize legal exposure
- 1. Recognize what plaintiff(s) will attack
    - a. Incident
    - b. Policy and Procedure
    - c. Training
    - d. Supervisor presence
    - e. Administration
  - 2. Documentation
    - a. Think before your write or report
    - b. Must prove exactly what happened
    - c. Complete accurate report
    - d. Everything you write will be memorialized
    - e. Always proof-read and review
    - f. If not reported then jurors may not believe it occurred
  - 3. Plaintiff(s) counsel will request the following:
    - a. Department manuals
    - b. Special Orders
    - c. Training bulletins and tapes
    - d. Specific plans
    - e. Intelligence
    - f. All logs
    - g. Photos

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- h. Video tapes
- i. Communication tapes
- j. Dept technology communications
- 4. Witnesses
  - a. Identify all witnesses
  - b. Get sufficient ID so they can be located
  - c. Record exact statement
  - d. If written have them write or initial at end of each sentence
- 5. Photographs
  - a. Reference Photographs
  - b. Have person point to injury/damage
  - c. Ensure proper retention of photos
  - d. Video recording: Remind officers that recording is taking place
- 6. Closing
  - a. Every scene or incident could become a national flashpoint or supreme court or circuit court case.

**XIII. Strategic Disengagement with persons in crisis**

**(90 mins)**

- A. Overview
  - 1. Current affairs in policing
  - 2. De-escalation and Strategic disengagement
    - a. Pass out Strategic Disengagement Training Order
  - 3. Definitions and Legal considerations
  - 4. Challenges to implementation
  - 5. LAPD/SWAT-Policy implementation
  - 6. Administrative reflections and tips for best practices
- B. Changing expectations
  - 1. Community expectations
    - a. Reasonable vs Right
    - b. Public believes the police are:
      - 1.) Well-staffed
      - 2.) Well-trained
      - 3.) Will save and rescue
      - 4.) Use minimal force
      - 5.) Attempt to de-escalate situation
  - 2. Courts/Legal Expectations
    - a. Reasonable vs Provoked
    - b. "Trust between law enforcement agencies and the people they protect and serve is essential to the stability of our communities, the integrity of our criminal justice system, and the safe and effective delivery of policing services." – Final Report of the President's Task Force on 21<sup>st</sup> Century Policing (May 2015)

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- c. President's Task Force on 21<sup>st</sup> Century Policing Recommendations Pillar #2; "Policy and Oversight,"
  - 1.) Action Item 2.2.1: ". . . policies for training on the use of force should emphasize de-escalation and alternatives to arrest or summons in situations where appropriate.
- d. President's Task Force on 21<sup>st</sup> Century Policing Recommendations Pillar #5; "Training and Education,"
  - 1.) 5.7 Recommendation: ". . . training must also include tactical and operations training on lethal and nonlethal use of force with an emphasis on de-escalation and tactical retreat skills."
- C. Change is not easy
  - 1. Psychology of resistance to change
  - 2. The "What If" disease
  - 3. Myths regarding: Mental Illness and Suicide
    - a. Moral/Values conflict
    - b. Police personality/culture
    - c. Hollywood dilemma
    - d. Legal misconceptions
- D. What do you have?
  - 1. Officer involved shooting of mentally ill person
    - a. Case study: Lakewood, California involving LA County Sheriff's Department
    - b. Case study: Pasadena, California involving Pasadena Police Department
    - c. Case study: Los Angeles, California involving Los Angeles Police Department
- E. Legal Considerations
  - 1. Suicide (in most states) and mental illness are not criminal events
  - 2. No duty to take "affirmative action," to prevent suicide
  - 3. Unless "Special Relationship," is created between officer(s) and subject then only requirement is that we do not leave subject in worsened state than when we found him/her
  - 4. Case study: Adams v Fremont 68 Cal.App.4<sup>th</sup> 243 (1998)
    - a. Court found: Peace officers are appropriately concerned primarily with public safety, their own safety and secondarily with the person threatening suicide.
  - 5. Case study: Graham v Connor 490 U.S. 386 (1989)
    - a. Court set the standard of "objective reasonableness." Thereby judging officers' actions on whether they were objectively reasonable considering the given facts and circumstances, regardless of intent or motivation.
  - 6. Case study: Deorle v Rutherford 272 F.3d 1272, 9<sup>th</sup> Circuit (2001)
    - a. Court found that governmental interest is measured by a range of factors including; severity of the crime, immediate threat to officers or others, actively resisting and/or evading arrest or other exigent circumstances
  - 7. Case study: Hayes v County of San Diego 658 F.3d 867, 868, 873, 9<sup>th</sup> Circuit (2011)

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- a. Court found that Officers can be held accountable for tactical conduct and decisions preceding the use of deadly force
- F. Why Strategic Disengagement
  - 1. One type of **de-escalation** strategy in specific circumstances
  - 2. “Strategic” = a plan
  - 3. Not a “walk away”
  - 4. Premise: Solution should not be worse than the problem
  - 5. Disengagement considerations
    - a. The subject
    - b. First Responders
    - c. The subject’s family
    - d. The community
- G. Traditional LAPD SWAT/CNT
  - 1. SWAT full package response criteria
    - a. Possibly armed
    - b. Criminal act (Penal Code violation)
    - c. Position of advantage
    - d. Refusal to surrender
  - 2. CNT package only
    - a. Threats of suicide
    - b. Possibly armed
    - c. Elevated platform
- H. Disengagement Considerations
  - 1. Continued contact may increase safety risks to subject, officers and/or public
  - 2. No crime or a minor crime
  - 3. Suspect or Subject
  - 4. No imminent danger to others/community
  - 5. In public or private location
  - 6. Suffering from mental illness
- I. What is “Strategic” in Disengagement?
  - 1. Assessing risk to all parties
  - 2. Identifying most appropriate/proportional response to “what do you actually have.”
  - 3. Delay or terminate contact
  - 4. Delay custody
  - 5. Leave
  - 6. Determining follow up options (i.e., Mental health Evaluation Unit, family, clergy, and therapist)
  - 7. Collaborating with subject matter experts (i.e., Police psychologist) and subject’s family
- J. Administrative reflections
  - 1. Genesis of LAPD Policy
  - 2. Development process and current status

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3. Expected benefits
  4. While some situations require immediate police action, other circumstances may allow officers to tactically disengage
  5. Under the appropriate circumstances strategic disengagement may improve officer safety, mitigate threats, reduce injuries, build public trust and preserve life.
- K. Closing
1. Question and Answer period
  2. Clarifications

**XIV. Situation Simulations**

**(60 mins)**

- A. Use of Technology in Crisis Negotiations
1. Text based dialog
    - a. Pros vs Cons
  2. Building a foundation to understand another's perspective
- B. **Learning Activity:** CNT training scenario-Someone believed to be inside the crisis site has contacted 911.

**Purpose:** To provide the students with an interactive scenario in which the students must use critical thinking and strategic communication skills to manage crisis negotiations to the best reasonable outcome.

**Procedure:** Group Activity

1. Students will be placed into five relatively equal groups
2. Students within each group will be assigned a team function/role as defined in earlier presentations (Primary negotiator, secondary negotiator, team leader, etc.)
3. Students will receive an incident briefing by the "Incident Commander" role-player.
4. Based on the information provided, the students will begin to strategize to address any anticipated issues and prepare for the first "call in."
5. Each group will then be advised that someone claiming to be inside the location has called 911. Each group must establish dialog with this person and gather information sufficient for tactical personnel to locate and effect a rescue.
6. The person trapped inside is only able to safely communicate by text.
7. The instructors will act as role players and evaluators.
8. Students will be able to strategize as a group to craft questions. Students will take turns individually interacting with the role player(s) as the other students are present to observe and learn from each interaction.
9. As the scenario progresses the instructor will move on to a new student to ensure every student gets an opportunity to participate.
10. The student will be evaluated on their ability to apply topics, skills and knowledge they have learned throughout prior lessons.
11. Students will have to try and identify whether the subject is a hostage or other trapped inside; they must utilize closed-ended (e.g., "yes-no") questions to identify enough information sufficient for a tactical response plan. (e.g., can police locate and effect a rescue).

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12. Students will have to communicate the rescue plan, revealing only enough information to make it successful, and not unnecessarily endanger the officers.
13. **Scenario: Domestic/Work-place Violence:** Patrol has responded to a radio call and will provide minimal information from the original radio call as well as their observations and actions they have completed prior to your arrival.

- C. Debrief Exercise
1. Each group will share their learning points and ask any questions they may have.

**XV. Introduction to Hostage Negotiations (PSP IV, h) (90 mins)**

- A. Incident Assessment Process
1. Type of incident
  2. Demands
  3. Deadlines
  4. Subject Information
- B. Tactical Negotiator Relationship
1. Elements of Success
  2. Location
  3. Information Sharing
- C. Case Study
1. Background
  2. Law Enforcement Response
  3. Lessons Learned

**XVI. Understanding Familial Violence (60 mins)**

- A. Intimate Partner Violence
1. Different forms
    - a. Physical
    - b. Psychological
    - c. Stalking
    - d. Coercive control
  2. Statistics
  3. Psychological motivators
  4. Negotiating with Intimate Partner Violence suspects
  5. Familial hostages vs captives
  6. Intimate partner homicide
- B. Filicide
1. Definition: The killing of one's son or daughter
  2. Statistics
    - a. Child homicides in the United States
    - b. Victimology
    - c. Male vs Female perpetrators

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- d. Biological vs Stepparents
- 3. Typologies
  - a. Five categories based off Dr Resnick's 2016 work
- 4. **LEARNING ACTIVITY:** Instructor will provide each group with case examples and have each group verbalize the most appropriate typology and considerations for negotiations.  
**Purpose:** To have students apply learned material to CNT planning and tactics.  
**Procedure:** The class will be divided into three equal groups
  - a. Group 1 will be provided the Andrea Yates case
  - b. Group 2 will be provided the Susan Smith case
  - c. Group 3 will be provided the Lori Vallow case
- C. The Role of Religion and Extreme Beliefs
  - 1. The psychology of extreme beliefs
  - 2. Stressors and uncertain times
  - 3. Case studies

**XVII. Situation Simulations (90 mins)**

- A. **Learning Activity:** CNT Training Scenarios-Subject/Suspect refusing to submit to arrest that is barricaded in a structure and/or in a position of advantage.  
**Purpose:** To provide the students with an interactive scenario in which the student must use critical thinking and strategic communications skills to manage negotiations in a crisis to the best reasonable conclusion.  
**Procedure:** Group activity
  - 1. Students will be placed into groups of 13-15 students
  - 2. The students will learn to enhance their skill set by practicing the skills and knowledge they have learned throughout their period of instruction
  - 3. The instructors will act as role players, proctors and evaluators
  - 4. Each student will interact with the role player(s) as the other students are present to observe and learn from the interaction between the negotiator and subject/suspect
  - 5. As the scenario progresses the instructor will move on to a new student to ensure that every student gets an opportunity to participate
  - 6. The student will be evaluated on their ability to apply topics, skills and knowledge they have learned throughout the course.
  - 7. **Scenario #1: Welfare check on elderly male at his home**
    - a. **Debrief discussion:** A group discussion using (PATROL Guideline) will be conducted within the group and an additional debrief will be presented to the whole class. During these discussions, areas of improvement will be discussed along with things that were done well. Again, emphasizing communication and active listening skills and de-escalation techniques.
  - 8. **Scenario #2: Suicidal Subject on roof of his own 3 story home**
    - a. **Debrief discussion:** A group discussion using (PATROL Guideline) will be conducted within the group and an additional debrief will be presented to the whole class.

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During these discussions, areas of improvement will be discussed along with things that were done well. Again, emphasizing communication and active listening skills and de-escalation techniques.

9. **Scenario #3: Suicidal Subject on major freeway overpass**
- a. **Debrief discussion:** A group discussion using (PATROL Guideline) will be conducted within the group and an additional debrief will be presented to the whole class. During these discussions, areas of improvement will be discussed along with things that were done well. Again, emphasizing communication and active listening skills and de-escalation techniques.

**DAY 4**

**XVIII. Post-Traumatic Stress Disorder (PTSD) (120 mins)**

- A. History
1. Historical literature resonated theme that terror can lead to troubling memories, nightmares, edginess and avoidance.
  2. Early beliefs on origin of trauma
    - a. Organic or psychological
    - b. Is the trauma itself the cause of the disorder or do pre-existing vulnerabilities cause it?
  3. There are records of trauma experienced by surviving soldiers in Mesopotamian society dating back to 800 BC.
  4. 1860: English surgeon coined the term "Railroad Spinal Syndrome," referring to patients who suffered traumatic train collision incidents. He said his patients were showing signs of "fear, fright and alarm."
  5. 1915: Charles Myers used the term "Shell-shock" to describe PTSD symptoms in soldiers. Some professionals believed that there was a connection to physiological brain damage that was causing the PTSD symptoms.
- B. Origin of Trauma
1. War
  2. Exposure to violence
  3. Exposure to tragedy
- C. Signs and Symptoms of PTSD
1. Avoidance
  2. Fear
  3. Fright
  4. Loneliness
  5. Recurring nightmares
  6. Emotional numbness
  7. Difficulty concentrating
  8. Irritability
- D. CNT considerations when dealing with possible PTSD subject/suspect



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1. Tone
2. Third Party Intermediary/Introduction: IE-another veteran
3. Minimize ambient noise IE-air ship, sirens, bullhorns

**XIX. Non-Responsive Subjects/Suspects**

**(60 mins)**

- A. Discuss reasons why someone might not be responding
  1. Deceased
  2. Escaped or he/she wants officers to believe they have escaped
  3. Language barrier or Disability
  4. Sleeping/Passed out
  5. Medical Condition
  6. Unable to hear negotiator (distance, ambient noise)
  7. Able to hear negotiator but proximity or locations doesn't allow them to be heard
  8. Plotting/Forcing officers to make entry
  9. Under the influence of drugs and/or suffering from mental illness
- B. Discuss options for introduction of devices/technology
  1. Cell phone- Voice, Text or Chat
  2. Social Media/News
  3. PA/Loudspeaker
  4. Security System/Ring camera
  5. Alexa/Google Home
  6. Answering machine
  7. UAS or Robot options
- C. Discuss Negotiation Techniques
  1. Conduct negotiations like normal
  2. Try and determine if it is an Instrumental or Expressive event
  3. Five Universal truths
    - a. People want to be treated with respect
    - b. People want to be asked to do something rather than told do something
    - c. People want to be told why they must do something
    - d. People want to be given options rather than threats
    - e. People want a second chance
  4. Human needs: Medical, Food, Water and Warmth
  5. Bunches of Five
  6. Advocacy
  7. Guarantee
  8. Control

**XX. Sovereign Citizens and Fringe/Extremist Groups**

**(30 mins)**

- A. Discuss/Describe Sovereign Citizens
  1. Definition
  2. Historical Perspective

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- 3. Beliefs/Philosophies
- 4. Recognizing a Sovereign
- 5. Focus on Moorish Sovereign Citizens
- B. Discuss/Describe Fringe/Extremist Groups
  - 1. Definition
  - 2. Types of groups Right/Left Wing
  - 3. Beliefs/Philosophies
  - 4. Focus on Boogaloo Boys
- C. Discuss/Describe Threats to Law Enforcement
  - 1. Physical
  - 2. Civil
  - 3. "Paper Terrorism"
- D. Discuss/Describe Negotiation Techniques
  - 1. Active Listening and Communications Skills (ALCS)
  - 2. Bunches of Fives
  - 3. Strategies

**XXI. Negotiating with "Incels"**

**(30 mins)**

- A. Ideology background
  - 1. History
  - 2. Terminology
  - 3. Evolution
- B. Case Studies
  - 1. Elliot Rodger
  - 2. Virginia Tech Shooter
  - 3. Show clip of "Vice," documentary regarding investigative journalism piece
- C. Demographics
  - 1. Current Research
  - 2. Survey data on Incels
- D. Mental Health Considerations
  - 1. Autism Spectrum Disorder overlap
  - 2. Powerlessness, anger management components
  - 3. Crossover between suicidal ideation and homicidal ideation
- E. Alec Minassian case study
  - 1. Case overview, including standoff
  - 2. Background of Minassian
  - 3. Video and audio of interrogation
- F. Negotiation Considerations
  - 1. Mass murder is the exception to the incel community
  - 2. Who should the negotiator be?
  - 3. IF Autism Spectrum Disorder is suspected
    - a. Be very concrete with instructions

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- b. Keep stimulation to a minimum
  - c. Consider Third Party Intermediaries (TPI's) as voices of comfort
  - d. Clothing, items of comfort
  - e. Be aware of lack of social cues, ask for easy ways to answer questions
  - f. Majority of them know about entire diagnosis and can answer your questions
  - g. Show Minassian video interview
    - 1.) Motive explanation
    - 2.) Debrief class and instructor observations
- G. Grievances
- 1. Understanding
  - 2. Perhaps try to align with them for CNT purposes
- H. Considerations for teens or young men as subject(s)/suspect(s)
- 1. Brain development
  - 2. Level of psychological development in personality and emotional regulation

**XXII. LAPD CNT Management of Hostage Crisis Negotiations (120 mins)**

- A. General Guidelines
  - 1. Always coordinate with Tactics
- B. Gather intelligence
  - 1. Do not use the word "hostage(s)" just refer to captive person by name or speak in general terms. Use any background noise or references to find out what the exact location of the victim is in the house.
- C. Call in procedures
  - 1. In hostage situation you must be over prepared for conversation with Suspect
- D. Appropriate time to introduce robotics or optics into the location
  - 1. Use caution as a premature introduction of robotics may cause the Suspect to act violently
- E. Tactical Intervention
  - 1. Negotiator must know when all CNT efforts have come to an impasse and when the last resort to save the hostage is with physical tactics
- F. LAPD SWAT case studies
  - 1. Southwest HRT: Negotiators were Dobine and Hernandez
    - a. Provide background and facts of incident
    - b. Play the audio tape from the incident
    - c. Debrief with class the learning points and takeaways from the incident
  - 2. Trader Joe's Hostage Crisis: Negotiators were Chinappi and Joh
    - a. Provide background and facts of incident
    - b. Play the audio tape from the incident
    - c. Debrief with class the learning points and takeaways from the incident
  - 3. Valley IDF Female Hostage Crisis: Negotiators were Martin and Lee
    - a. Provide background and facts of the incident
    - b. Play the body worn video of the incident

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- c. Debrief with class the learning points and takeaways from the incident
- 4. Rampart Gas Station Hostage Crisis: Negotiators were Chu and Thomas
  - a. Provide background and facts of incident
  - b. Play the body worn video of the incident
  - c. Debrief with class the learning points and takeaways from the incident

**XXIII. Situation Simulations**

**(120 mins)**

**A. Learning Activity: CNT training scenario-Hostage Crisis**

**Purpose:** To provide the students with a scenario in which the student must use critical thinking and active listening skills to manage a hostage crisis with minimal information from patrol resources. The students will enhance their negotiation tactics by practicing their skills with role players and evaluation from instructors.

**Procedure: Small Group Activity.**

1. Class will be divided into three equal or approximately equal groups
2. The students will practice their negotiation skills during the role play interaction
3. The instructors will act as role players
4. The students may pair up and work in teams of 2
5. Although the students will work in pairs, only one negotiator will be speaking directly to the Suspect
6. As the scenario progresses the instructor will switch negotiators within the group, so every student gets a chance to interact with the role player acting as the suspect
7. Student will be evaluated based on the following:
  - a. Topic transition
  - b. Search for underlying issues
  - c. Hostage information
  - d. Ability to be suggestive through conversation
  - e. Use of open-ended questions
  - f. Application of hook
  - g. Other resources
  - h. Lines of communication
8. **Scenario #1: Domestic Violence driven hostage crisis**
  - a. **Debrief discussion:** A group discussion using (PATROL Guideline) will be conducted within the group and an additional debrief will be presented to the whole class. During these discussions, areas of improvement will be discussed along with things that were done well. Again, emphasizing communication and active listening skills and de-escalation techniques.
9. **Scenario #2: Political Extremism driven hostage crisis**
  - a. **Debrief discussion:** A group discussion using (PATROL Guideline) will be conducted within the group and an additional debrief will be presented to the whole class. During these discussions, areas of improvement will be discussed along with things that were done well. Again, emphasizing communication and active listening skills and de-escalation techniques.

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**10. Scenario #3: Criminally driven hostage crisis**

- a. **Debrief discussion:** A group discussion using (PATROL Guideline) will be conducted within the group and an additional debrief will be presented to the whole class. During these discussions, areas of improvement will be discussed along with things that were done well. Again, emphasizing communication and active listening skills and de-escalation techniques.

**DAY 5**

**XXIV. Situation Simulations FINAL evaluations**

**(300 mins)**

**A. Evaluation Activity:** Crisis Negotiations Testing Scenarios-Hostage Crisis

**Purpose:** To test and evaluate whether students have understood the material that has been covered. The students will enhance their negotiation tactics by applying their recent learned skills and knowledge with role players while being evaluated by instructors.

**Procedure: Tested Group Activity**

2. Class will be divided into two equal or approximately equal groups.
3. The students will be evaluated on their negotiation skills during the role play interaction. Instructors will assign a Pass/No Pass grade during the tested scenarios
4. It is understood that not every student may get the opportunity to speak to the role player, however every student will be evaluated on their contribution to managing the crisis negotiation.
5. The students will be evaluated on their attempts to resolve the incident to a peaceful conclusion as best as reasonably expected considering respective circumstances for each scenario. Students must earn a Pass to receive credit for this course.
6. Although the students will be allowed to work in pairs, only one negotiator should be speaking to the role player at a time.
7. As the scenario progresses the instructor will switch primary negotiating responsibilities between students at his/her discretion
8. During the role play interaction, students will be evaluated on one, some or all the following:
  - a. Topic Transition
  - b. Search for underlying issues
  - c. Hostage information
  - d. Ability to be suggestive through conversation
  - e. Use of open-ended questions
  - f. Application of "hooks"
  - g. Other resources
  - h. Lines of communication
9. **Testing Scenario #1 (Domestic Violence Hostage Crisis)**

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- a. Students in this group will be presented with a hostage crisis scenario
- b. Students are expected to work in a group setting and apply all content and material they have learned throughout the course with the goal of resolving the incident through negotiation tactics
- c. Students may use all available resources provided to them from the instructors, role players and proctors.
- d. Students may take notes using pen, paper, or electronic devices.

**10. Testing Scenario #2 (Workplace Violence Hostage Crisis)**

- a. Students in this group will be presented with a hostage crisis scenario
- b. Students are expected to work in a group setting and apply all content and material they have learned throughout the course with the goal of resolving the incident through negotiation tactics
- c. Students may use all available resources provided to them from the instructors, role players and proctors.
- d. Students may take notes using pen, paper, or electronic devices.

**XXV. Final Written Exam**

**(120 mins)**

- A. **Evaluation Activity:** All students will take a multiple-choice exam.

**Purpose:** To test and evaluate whether the students have understood the material that has been presented throughout the course. The multiple-choice exam will enhance the student's ability to manage to crisis incidents through applying recently learned skills, knowledge, tactics, and cases studies by choosing the most correct answer to written questions.

**Procedure:** All students will be provided a 25-question multiple-choice written exam. Each student must achieve a score of 80% or higher to pass the course.

1. Proctors and/or Instructors will pass out the exam and students will be given 60 mins to complete the exam.

**XXVI. Closing**

**(60 mins)**

- A. Review of course contents
1. Open question and answer period