

LOS ANGELES POLICE DEPARTMENT
Crisis Negotiation Awareness
1850-XXXXX
Expanded Course Outline

Instructional Goal: At the completion of this course the student will be familiar with and able to apply the verbal strategies applicable to crisis negotiations in field situations to de-escalate situations and apply strategic disengagement techniques.

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:

- Understand the communication techniques used during negotiation strategies
- Become familiar with the psychological and liability issues involved in incidents with the mentally ill, and non-criminal, suicidal subjects
- Understand how verbal techniques can directly impact and assist physical tactics
- Understanding appropriate use of force options¹, de-escalation techniques² and command and control.

Category IV - Strategic Communications PSP

Minimum Topics/Exercises:

- a. Officer Safety
- b. Escalation Versus De-escalation
- c. Communication Elements
- d. Listening Skills
- e. Questioning Techniques
- f. Persuasion
- g. People with Disabilities
- h. Team Communication During a Critical Incident
- i. Class Exercises/Student Evaluation/Testing

Course Objectives:

1. Demonstrate the basic components of communication skills and techniques.
2. Demonstrate the importance of listening and persuasion skills as they relate to effective strategic communication.
3. Demonstrate the skills needed to communicate effectively.
4. Demonstrate a minimum standard of strategic communication skills with every technique and exercise, to include:
 - a. Officer Safety
 - b. Listening/Persuasion
 - c. Judgment and Decision-Making
 - d. De-escalation, Verbal Commands
 - e. Effectiveness under Stress Conditions

This course provides updated legislative content of Penal Code Section 835a

¹ California Penal Code 835a PC

² Department Manual Section 1/556.10, Policy on the Use of Force

LOS ANGELES POLICE DEPARTMENT
Crisis Negotiation Awareness
1850-XXXXX
Expanded Course Outline

References: Instructors, facilitators and training supervisors shall ensure that current references are utilized

I. INTRODUCTION AND OVERVIEW

A. Welcome, introduction and course overview

1. Introduction of instructor(s)
2. Overview of training

B. SWAT deployment criteria

1. Standards for deployment of SWAT
2. Modified deployment for crisis negotiation (CNT) resources

C. Community expectations

1. Save lives
2. Rescue
3. Staffing
4. Training
5. Experienced
6. Alternative options to deadly force ³

D. History of deadly force

1. Learning activity, large group
2. Public misconceptions
3. Current statistics
4. Factors affecting outcomes
5. Escalation vs de-escalation ⁴

(PSP IV, b)

E. Core concepts

1. Officer safety
2. Blending verbal and physical tactics
3. Psychological assessments of person of interest
4. Manipulative communication intended to solicit specific behaviors
5. 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
6. References ^{5 6 7 8 9}

(PSP IV, a)

³ California Penal Code 835a PC

⁴ Department Manual Section 1/556.10, Policy on the Use of Force

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

⁶ Training Bulletin, Volume XLVII Issue 4, COMMAND AND CONTROL

⁷ Training Bulletin, Volume XLVIII Issue 9, barricade Suspects/Subjects

⁸ Training Bulletin, Volume L Issue 7, Developmental Disabilities

⁹ Training Bulletin, Volume XLVI Issue 3, Weapons Other Than Firearms

LOS ANGELES POLICE DEPARTMENT
Crisis Negotiation Awareness
1850-XXXXX
Expanded Course Outline

II. STRATEGIC DISENGAGEMENT WITH PERSONS IN CRISIS

A. Overview

1. Current affairs in Policing.
2. De-escalation and Strategic disengagement.
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
2. Courts/Legal Expectations

C. Change is not Easy

1. Psychology of resistance to change
2. The “What if” disease
3. Myths regarding the mentally ill & suicide

D. What do you have?

1. Officer-involved-Shooting of a mentally ill person

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. “Special Relationship” created between officer(s) and subject
4. Adams v. Fremont (1998)
5. Graham v. Connor (1989)
6. Deorle v. Rutherford (2001)
7. Hayes v. San Diego (2013)

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 shouldn’t be worse than the problem
5. Disengagement considerations

G. Traditional LAPD SWAT/CNT

1. Response Criteria
2. CNT package only

H. Disengagement Considerations

1. Continued contact may increase safety risks
2. No crime or a minor crime
3. Suspect or Subject?
4. No imminent danger to others/community
5. In public location or residence?

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Crisis Negotiation Awareness
1850-XXXXX
Expanded Course Outline

- 6. Suffering from mental illness
- I. What's "Strategic" in Disengagement?
 - 1. Assessing risk to all parties
 - 2. Identifying most appropriate/proportional response to "what you actually have"
 - 3. Delay or terminate contact
 - 4. Delay custody
 - 5. Leave
 - 6. Determining follow-up options
 - 7. Collaborating with subject matter experts
- J. Administrative Reflections
 - 1. Genesis of LAPD Policy
 - 2. Development process & current status
 - 3. Expected benefits
 - 4. While some situations require immediate police action, other circumstances may allow officers the opportunity to tactically disengage.
 - 5. Under the appropriate circumstances, strategic disengagement may improve officer safety, mitigate threats, reduce injuries, build public trust, and preserve life.

III. BASIC ELEMENTS OF CRISIS NEGOTIATION - ACTIVE LISTENING

- A. What is Active Listening
 - 1. Process for listener
 - 2. Listener responsible for understanding speaker
 - 3. What words mean
 - 4. How feeling
- B. Police Negotiation Objectives
 - 1. Save lives
 - 2. Buy time
 - 3. Support of overall resolution (force options)
 - 4. Coordination with the tactical elements
 - 5. Surrendering protocols
 - 6. Item deliveries (e.g. food, water, etc.)
- C. Why use active listening
 - 1. Very useful when trying to achieve a goal
 - 2. Critical for conflict resolution
 - 3. Allows you to gain information about the "speaker"
- D. Communication elements and elements of the conversation **(PSP IV, c, g)**
 - 1. Anticipate high anxiety on part of the suspect
 - 2. Active Listening Skills
 - 3. Minimize the circumstances as a strategy
 - 4. People with disabilities

LOS ANGELES POLICE DEPARTMENT
Crisis Negotiation Awareness
1850-XXXXX
Expanded Course Outline

- E. Establishing credibility
 - 1. Create a picture of progress
 - 2. Solving problem together
 - 3. What not to do
- F. Basic communication techniques
 - 1. Persuasion
 - 2. Establishing rapport

(PSP IV, f)
- G. Instrumental –vs- Expressive needs
 - 1. Context – What were the suspect's intentions?
 - 2. Don't overlook basic police instincts/experience
 - 3. Use of the "PATROL" acronym to assist in problem solving and de-escalation
 - 4. Expressive needs
 - 5. Represent opposite ends of a continuum
 - 6. Subjects often exhibit both during an incident
 - 7. Subjects may talk a lot, but have difficulty expressing their true needs
- H. Listening skills and active listening
 - 1. Minimal encouragers
 - 2. Open ended questions
 - 3. Team communication
 - 4. Reflective / mirroring
 - 5. Emotional labeling
 - 6. Paraphrasing
 - 7. "I" messages
 - 8. Effective pauses
 - 9. Summaries
 - 10. Giving feedback
 - 11. Redirecting

(PSP IV, d)
(PSP IV, e)
(PSP IV, h)
- I. Psychological principles of crisis negotiations
 - 1. Time can help de-escalate the following
 - 2. Emotional Hijacking
- J. Negotiators communication skills
 - 1. Don't take their anger or erratic behavior personally
 - 2. Avoid telling the person terms that devalue emotions
- K. Conversations about death
 - 1. An uncomfortable experience when you don't know what to say
 - 2. Suggestions on what to say
- L. Questioning techniques
 - 1. Direct questions
 - 2. Leading Questions
 - 3. Results of questions

(PSP IV, h)

LOS ANGELES POLICE DEPARTMENT
Crisis Negotiation Awareness
1850-XXXXX
Expanded Course Outline

M. Confronting Blame

1. Allow suspects to vent (Active Listening)
2. Philosophical approach sometimes things go wrong!
3. Stay steady and calm through the process
4. Antagonistic dialogue from the suspect

N. Persuading the suspect/subject

(PSP IV, f)

1. Appeal to the suspect's ego
2. Use suggestibility
3. Foot-in-the-door technique
4. Appeal to the sense of fairness
5. Exploit your relationship with suspect

O. When Negotiators are caught off guard

1. Repeat the suspect's statements
2. The babbling mode

P. CNT felonies

1. Can I get you anything?
2. References to a hostage as hostage
3. Exacerbating words

Q. Saying "No" without saying "No"

1. The word "No" can introduce complications to demands
2. Possible phrases

R. Hooks or catch-word phrases

1. Hooks are applied when the subject's emotionality had decreased
2. Utilization techniques
3. The hook will employ everything you know about your subject

S. Suggestive statements

1. People are influenced by the subtle suggestive messages imbedded in dialogue
2. Suggestive statements provide information to the subject in an ambiguous situation about what will likely happen in the near future

T. Key points and review

1. Maintain creativity 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
6. Questions

IV. SITUATION SIMULATIONS

(PSP IV, i)

A. Learning activity: Group activities, small group rotations

LOS ANGELES POLICE DEPARTMENT
Crisis Negotiation Awareness
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Expanded Course Outline

1. Scenario #1: Possible suicidal jumper
2. Scenario #2: Domestic violence incident
3. Scenario #3: Welfare check
4. Scenario #4: 415 suspect

V. EVALUATION / COURSE DEBRIEF

(PSP IV, i)

- A. Multiple choice exam
 1. Evaluate students' academic understanding of the course
- B. Classroom survey
 1. Assess the program's effectiveness
 2. Encourage student feedback

VI. CLOSING

- A. Course debrief
 1. Facilitated closing discussion on what the students found beneficial and potential areas for improvement
 2. Final Q&A
- B. Administration
 1. POST rostering
 2. Course critiques