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| **TEXAS CTE LESSON PLAN**  [www.txcte.org](http://www.txcte.org) | |
| **Lesson Identification and TEKS Addressed** | |
| **Career Cluster** | Law, Public Safety, Corrections, & Security |
| **Course Name** | Law Enforcement 2 |
| **Lesson/Unit Title** | Crisis Management |
| **TEKS Student Expectations** | **130.337. (c)** **Knowledge and Skills**  (6) The student examines the techniques used to manage crisis situations and maintain public safety. The student is expected to  (A) demonstrate crisis negotiations to promote the safety of individuals and the general public  (B) participate in a simulated scenario as a crisis negotiation team member  (C) demonstrate effective communication techniques in a simulated crisis negotiation  (D) examine hostage safety considerations during a simulated crisis negotiation and  (E) differentiate between public safety and individual rights during crisis negotiation. |
| **Basic Direct Teach Lesson**  (Includes Special Education Modifications/Accommodations and  one English Language Proficiency Standards (ELPS) Strategy) | |
| **Instructional Objectives** | The student will be able to:   * Identify the three main types of incidents that require crisis negotiations * Demonstrate crisis negotiations to promote the safety of individuals and the general public * Participate in a simulated scenario as a crisis negotiation team member * Demonstrate effective communication techniques in a simulated crisis negotiation * Examine hostage safety considerations during a simulated crisis negotiation * Differentiate between public safety and individual rights during crisis negotiations |
| **Rationale** | Students who pursue careers in law enforcement will at some point be exposed to a crisis situation. Special skills and procedures are required to handle a crisis in a safe manner. Students will understand those skills and techniques used to keep those involved in crisis negotiations safe. |
| **Duration of Lesson** | 3 hours |
| **Word Wall/Key Vocabulary**  *(ELPS c1a,c,f; c2b; c3a,b,d; c4c; c5b) PDAS II(5)* |  |
| **Materials/Specialized Equipment Needed** | **Materials**   * Domestic Disturbance Scenario Activity handout * Computers with Internet access * Flip chart, butcher paper, or poster board for each group * Markers * Negotiation Scenario Rubric * Discussion Rubric * Presentation Rubric * Writing Rubric |
| **Anticipatory Set**  (May include pre-assessment for prior knowledge) | Do an Internet search for an article using the following key words: SWAT team plays out hostage scenario. Read the article and discuss with the students what actions could have been taken by negotiators to help resolve the situation. What techniques were used by negotiators and police?  Use the Discussion Rubric for assessment. |
| **Direct Instruction \*** | 1. Most Common Types of Incidents    1. Hostage situation – an incident in which one or more persons take and unlawfully hold other persons against their will with the use or threatened use of force. The offender may subsequently make demands to secure his or her freedom or other items using the hostages as a bargaining tool. Generally, the location of the offender and the hostages is known    2. Barricaded persons – an incident in which one or more persons take refuge at a location and use force to repel attempts to apprehend them. The person may subsequently make demands to secure his or her freedom or other items. Generally, this situation differs from a hostage situation only in that a hostage has not been taken    3. Suicide attempts – a person threatens to cause death to him or herself by means of firearm or other deadly weapon    4. Active shooters – an incident in which one or more persons threaten to inflict death or grievous bodily harm, or inflict death on one or more victims in a single or multiple consecutive act by means of firearms or other deadly weapons. These incidents generally occur at a targeted location against random victims. It may include the use of explosive devices by the offender.    5. Crisis – an unstable or crucial time or state of affairs in which a decisive change is impending, especially one with the distinct possibility of a highly undesirable outcome 2. Crisis Negotiations    1. First responder       1. Quickly assess the totality of the situation       2. Secure the area, both the inner and the outer perimeters          1. Individuals needing to be interviewed should be in a secure area to talk to an intelligence negotiator          2. Designate a press/media area away from the perimeter and brief them at length          3. Evacuate the immediate area of all uninvolved persons          4. If the hostage-taker is in a building, evacuate the building involved and the adjacent building          5. Prevent pedestrian and vehicular traffic          6. Seal off all possible escape routes       3. Gauge the threat to hostages and/or bystanders       4. Request additional personnel          1. A SWAT team needs to be ready to neutralize the threat          2. An arrest team needs to be ready to take action       5. Evacuate injured persons    2. Officer in Charge       1. Makes decisions regarding police action          1. Authorizes use of force and chemical agents          2. Makes decisions regarding demands from the hostage-taker          3. Shall not comply with the following demands             1. No weapons will be provided; the hostage-taker may be bluffing with an unloaded or imitation firearm             2. No additional hostages will be given and exchanges of hostages will be done cautiously             3. The hostage-taker cannot remove a hostage to a location where the police are not able to react immediately       2. Establishes a command post       3. Secures the inner and outer perimeters       4. Gains as much information as possible about the hostage-taker       5. Is certain the hostage-taker knows that officers are present, but does not know their strategies       6. Determines the need for          1. Additional personnel, including personnel from other agencies          2. Deployment of officers and vehicles          3. Special equipment          4. Control of utilities (water, electricity, telephone)             1. The telephone is important for negotiators to control             2. Darkening to provide tactical advantage             3. Eliminates comforts (toilets, heat, AC)             4. Inability to monitor TV             5. Keeps from neutralizing chemical agents    3. Crisis Negotiators       1. Characteristics of a negotiator          1. High level of self-control          2. Ability to remain calm while stressed          3. Excellent interpersonal communication skills          4. Calm and confident demeanor          5. Good listener and interviewer          6. Team player          7. Attends required specialized training to gain insight about             1. Personality types             2. Personality disorders             3. Psychological motivations of hostage-takers             4. Suicidal persons             5. Subjects who barricade themselves             6. Mental tactics          8. Available 24 hours a day for call out          9. Not a relative or close friend of the hostage-taker       2. Negotiation Team Members          1. Primary negotiator – communicates with the hostage-taker          2. Secondary negotiator – assists the primary by offering advice, monitoring negotiations, keeping notes, and ensuring that the primary sees and hears everything in the proper perspective          3. Intelligence negotiator – interviews the persons associated with the suspect to compile a criminal history, a history of mental illness, and other relevant information          4. Additional negotiator – the “chief negotiator,” whose primary responsibility is to act as a buffer between the command personnel and the negotiations team       3. Negotiator Duties          1. Tries to reduce the number of people involved and only talks to the leader of the hostage-taker          2. Tries to buy time (i.e., refer to a higher up as the ultimate decision maker)          3. Attempts to ease personal animosity which the hostage-taker may have towards the police or anyone else involved          4. Is confident and avoids the appearance of weakness (if possible never gives away anything without getting something in return)          5. Utilizes delicate prodding, such as “what if…” or “how can I sell your request to my boss?”          6. Asks the hostage-taker how the problem can be resolved          7. Never criticizes the ideas of the hostage-taker or attempts to impose his or her own values          8. Negotiates everything (food, water, heat)          9. Keeps the hostage-taker making decisions even on minor issues (if food is wanted, what kind does the hostage-taker want, what the hostage-taker wants on pizza, etc.)          10. Provides the hostage-taker with the method of communication for negotiations (telephone, radio); makes sure the device is restricted    4. Deadlines and Demands       1. Decisions must be made based on          1. Law          2. Department policy          3. Need for the preservation of life and property    5. Steps of Crisis Negotiations       1. Assess the situation          1. Prevent early harm             1. Obtain the briefing from the officer in charge             2. Ensure that police actions do not harm the hostages or the hostage-takers             3. Negotiators are concerned with hostage safety and not with the apprehension of the hostage-taker          2. Get organized             1. Establish contact with the subjects   Effective methods of communication include  Cell phones  Radios  Runners  Throwphones  Phone lines are essential for police control  Arrange with the telephone company to deny origination to telephones at the subject’s disposal  The subject will no longer have a dial tone  The phone company establishes a new number that is a direct line between the negotiators and the subject  This prohibits talk with family, friends, attorneys, and the press  This prevents the gathering of information about the police maneuvers from associates  Find information using all available sources  The number and the names of the hostage-takers  What they are demanding  What they really want  Their emotional state  How close they are to harming the hostages  The numbers and the general health of the hostages   * + - * 1. Locate a permanent position if negotiations will take a long time     1. Getting close        1. Create normality           1. The scene may be chaotic and panicked; negotiators seek to create calm           2. Talk in a calm voice           3. Use good listening skills           4. Seek normality among emotions – a space where hostage-takers can talk with the hostage negotiators as a reasonable person           5. Always be there and ready to talk        2. Create humanity           1. Listen uncritically to the hostage-taker           2. Accept a hostage-taker as he or she is           3. Once humanity is established, discuss the well-being of the hostages        3. Develop authority           1. Hostage negotiators position themselves as an authority figure           2. Become authoritative on behalf of the hostage-taker (getting communication and food)           3. Later become authoritative with the hostage-taker (this is dangerous because the hostage-taker wants to be in charge)           4. If authority can be established the negotiator may attempt to direct the hostage-taker’s actions     2. Developing the scene        1. Take small steps towards building trust and relationships           1. Necessary items such as food may be provided           2. A conversation with a hostage may be requested           3. Speed of talking may be sped up or slowed down depending on the circumstances   Sped up if persons are injured  Slowed down on delivery of requested items   * + - 1. Manage stress          1. Stress and tension will exist during negotiations          2. Reduce stress to create hostage safety          3. Increase stress to wear down hostage-takers       2. Explore solutions          1. Discuss what will resolve the situation          2. May ask the hostage-taker his or her thoughts on a solution          3. Negotiators may offer his or her suggestions          4. Safe release of the hostages is important       3. The goal of the hostage-taker may be to escape, to receive publicity, or to gain materially. If the goal is not acceptable, alternatives must be found     1. Releasing the hostages        1. Wear the hostage-taker down           1. Talk, talk, talk           2. High emotions are followed by exhaustion           3. Ideal situations end with hostage release        2. Release the weak           1. Releasing children, the elderly, or those with medical conditions shows that the hostage-takers are not “bad” people        3. Concessions for people           1. Offer exchange of people for other concessions such as food or publicity           2. If the hostage-taker receives something they have demanded, a release of hostages may follow        4. Final assault           1. If no clear exchange can be reached           2. If it looks like hostages will be killed           3. Determine when negotiations will be stopped and tactical operations enacted           4. Some hostages may be killed           5. The benefit of tactical assault outweighs the potential harm  1. Communication Techniques    1. Opening the conversation       1. Introduce yourself and your role in the negotiations       2. Ask them easy questions       3. Ask about them    2. Knowing his or her name       1. Find out his or her name ahead of time if possible       2. If not, ask his or her name       3. Use his or her name in negotiations in order to connect with him or her    3. Building rapport       1. Listen       2. Deliver on your promises       3. Use his or her name       4. Use parroting and/or paraphrasing    4. Interrupting techniques help gain control of the conversation       1. Clarifying interruption          1. Tell them you do not understand          2. Repeat what they said          3. Then move to what you want to say       2. Encouragement interruption          1. Exclamations that show interest          2. Repeat single words or phrases          3. Ask a question          4. Use fillers (non-words) like “uh-huh” or “hmmm”       3. Question interruption          1. Ask a question, preferably closed          2. Upon reply, ask another question, or give views on his or her answer       4. Permission interruption          1. Ask permission to interrupt          2. Example: “That’s a good point, may I add another thought for you”       5. Sustaining the conversation          1. Ask the hostage-taker’s opinion          2. Show concern for the hostage-taker          3. Show interest in the hostage-taker          4. Discuss plans       6. Closing conversation          1. Say that the conversation has ended          2. Summarize the conversation       7. Listening          1. Active listening             1. Positive encouragement   Use silent attention to give time to find words  Accept his or her emotional state without criticism   * + - * 1. Attentive listening   Pay attention so the hostage-taker can see that you are interested in what he or she says   * + - * 1. Total listening   Listen for the content and the underlying message  Respond to the emotional messages that are often hidden in the content  If the hostage-taker is in view watch for nonverbal cues   * + - * 1. Reflecting   Parroting  Paraphrasing   * + - * 1. Demonstrate respect   Listening most effectively demonstrates respect   1. Hostage Safety    1. Time is important       1. The more time the hostage-taker spends with the hostages, the less likely he or she is to take the life of the hostage       2. More time passing allows the police to prevent harm       3. More time passing allows the hostage-taker to make a mistake, become apathetic and/or abandon the confrontation       4. If a hostage is killed, the lead negotiator needs to          1. Fully assess the situation          2. Determine what steps should be taken to immediately apprehend the hostage-taker             1. Did the victim contribute to the act by trying to disarm the hostage-taker or by antagonizing him?             2. What is the mental state of the hostage-taker? Is he agitated, remorseful, or irrational?          3. Determine the psychological state of the hostage-taker             1. A criminal whose escape was blocked during the commission of a crime             2. Psychotic or mentally deranged             3. Terrorist with a fanatical cause    2. Extreme Hostage Situations       1. Hostage-takers have several choices          1. Kill the hostages or release them          2. Kill themselves by their own hands or in a shoot-out          3. Negotiate a way out (often desired, seldom possible)          4. Give themselves up       2. If a hostage is killed, the lead negotiator needs to          1. Fully assess the situation          2. Determine what steps should be taken to immediately apprehend the hostage-taker             1. Did the victim contribute to the act by trying to disarm the hostage-taker or by antagonizing him?             2. What is the mental state of the hostage-taker? Is he agitated, remorseful, or irrational? 2. Public Safety v. Individual Rights    1. 4th Amendment: Mincey v. Arizona       1. Emergencies relating to life and property excused normal warrant requirements       2. Police entered the home without a warrant after hearing a gun battle when an undercover officer had entered the home       3. Officers searched and entered to locate any injured persons, render medical treatment, and find those responsible       4. Search and seizure was found to be reasonable under the 4th amendment without a warrant       5. A need to preserve life and prevent serious injury is justification for what would otherwise be illegal    2. Admissibility during negotiations: Miranda v. Arizona       1. Miranda only applies if the suspect is in custody (under arrest or restrained in freedom)       2. Miranda is only for use in interrogations, not negotiations    3. Enforceability of demands       1. Negotiators can agree to the demands of the subject without the government being legally bound    4. Use of Force       1. Constitutional Limits: Tennessee v. Garner          1. Sanctioned the use of force for the defense of self or others, or to prevent the escape of a person who committed a felony involving the infliction of serious bodily injury or death          2. Where probable cause exists, belief that the suspect poses the threat of serious bodily injury to officers or self, it is reasonable to use deadly force to prevent escape          3. In a hostage situation, there is imminent threat to lives or safety; therefore, deadly force may be used if necessary to resolve threats   *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*  none |
| **Guided Practice \*** | Safety Concerns and Individual Rights. Divide students into two groups. Group 1 must differentiate between public safety and individual rights during crisis negotiations. Have the group brainstorm:  What aspects of public safety should be considered during a crisis situation?  What rights within the crisis do individuals hold?  Do the rights of the accused outweigh those of the victims?  Group 2 must discern the safety needs for hostages. Have this group brainstorm:  What needs should be considered when dealing with the safety of hostages?  What are the safety concerns for hostages?  Have both groups select a spokesperson to present the group findings to the class. Use the Presentation Rubric for assessment.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*  none |
| **Independent Practice/Laboratory Experience/Differentiated Activities \*** | *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*  none |
| **Lesson Closure** |  |
| **Summative/End of Lesson Assessment \*** | Crisis Management Exam and Key  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*  none |
| **References/Resources/**  **Teacher Preparation** | Santa Cruz Regional 9-1-1  [www.sccecc.org/training/downloads/Scenarios/Hostage%20Barricade.doc](file:///C:\Users\Michelle\Downloads\www.sccecc.org\training\downloads\Scenarios\Hostage%20Barricade.doc)  Melbourne Police Department Crisis Negotiations Unit  [www.melbourneflorida.org/police/crisis\_negotiations.htm](file:///C:\Users\Michelle\Downloads\www.melbourneflorida.org\police\crisis_negotiations.htm)  Truro Police Department  <http://www.truropolice.org/On%20Line%20Manuals/Hostages.pdf>  Changing Minds  <http://changingminds.org/disciplines/negotiation/styles/hostage_negotiations.htm>  Do an Internet search for the following:   * SWAT team plays out hostage scenario * The ‘Lectric Law Library cjs10 * Merriam-Webster |
| **Additional Required Components** | |
| **English Language Proficiency Standards (ELPS) Strategies** |  |
| **College and Career Readiness Connection[[1]](#footnote-1)** | **Cross-disciplinary Standards**  Key Cognitive Skills  C. Problem solving   1. Analyze a situation to identify a problem to be solved. 2. Develop and apply multiple strategies to solve a problem. 3. Collect evidence and data systematically and directly relate to solving a problem. |
| **Recommended Strategies** | |
| **Reading Strategies** |  |
| **Quotes** |  |
| **Multimedia/Visual Strategy**  **Presentation Slides + One Additional Technology Connection** |  |
| **Graphic Organizers/Handout** |  |
| **Writing Strategies**  **Journal Entries + 1 Additional Writing Strategy** |  |
| **Communication**  **90 Second Speech Topics** |  |
| **Other Essential Lesson Components** | |
| **Enrichment Activity**  (e.g., homework assignment) | For reinforcement, have students research 1) different crisis situations in which the police have been involved, 2) the types of negotiation techniques used in these situations, and 3) the constitutional issues addressed in regard to crisis management. Use the Writing Rubric for assessment.  For enrichment, have students work in groups. Have each group write a crisis management scenario and exchange it with another group. Each group will resolve the crisis situation using the crisis negotiation and communication skills presented in this lesson. Use the Negotiation Scenario Rubric for assessment |
| **Family/Community Connection** |  |
| **CTSO connection(s)** | SkillsUSA |
| **Service Learning Projects** |  |
| **Lesson Notes** |  |

1. Visit the Texas College and Career Readiness Standards at <http://www.thecb.state.tx.us/collegereadiness/CRS.pdf>, Texas Higher Education Coordinating Board (THECB), 2009. [↑](#footnote-ref-1)