

**TRAINING STRATEGIES FOR CRISIS
AND HOSTAGE NEGOTIATIONS**

ABOUT THE AUTHOR

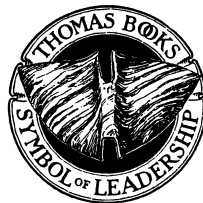
Dr. Arthur A. Slatkin is a counseling psychologist in Louisville, Kentucky where he has served on the Louisville Metro Police Department's Hostage Negotiating Team for over 20 years and instructed in their Crisis Intervention Team training course. He has a career-long history of teaching for police, correctional and mental health agencies and the military. A former correctional psychologist, he was also a sworn peace officer in Kentucky. His previous book, *Communication in Crisis and Hostage Negotiations* (©2005, Charles C Thomas), is in over 60 university and institutional libraries. Dr. Slatkin is a retired military intelligence reserve officer. He has trained in crisis and hostage negotiations at the FBI Academy and with pioneers in the field, Detective (ret.) Harvey Schlossberg, Ph.D. and Captain (ret.) Frank Bolz, both of the NYPD; and in terrorism counteraction in the military.

TRAINING STRATEGIES FOR CRISIS AND HOSTAGE NEGOTIATIONS

Scenario Writing and
Creative Variations for Role Play

By

ARTHUR A. SLATKIN, Ed.D.



CHARLES C THOMAS • PUBLISHER, LTD.
Springfield • Illinois • U.S.A.

Published and Distributed Throughout the World by

CHARLES C THOMAS • PUBLISHER, LTD.
2600 South First Street
Springfield, Illinois 62794-9265

This book is protected by copyright. No part of
it may be reproduced in any manner without written
permission from the publisher. All rights reserved.

©2009 by CHARLES C THOMAS • PUBLISHER, LTD.

ISBN 978-0-398-07902-4 (spiral, paper)

Library of Congress Catalog Card Number: 2009028060

*With THOMAS BOOKS careful attention is given to all details of manufacturing
and design. It is the Publisher's desire to present books that are satisfactory as to their
physical qualities and artistic possibilities and appropriate for their particular use.
THOMAS BOOKS will be true to those laws of quality that assure a good name
and good will.*

*Printed in the United States of America
TS-R-3*

Library of Congress Cataloging in Publication Data

Slatkin, Arthur A.

Training strategies for crisis and hostage negotiations : scenario writing and
creative variations for role play / by Arthur A. Slatkin.

p. cm.

Includes bibliographical references.

ISBN 978-0-398-07902-4 (spiral, paper)

1. Hostage negotiations. 2. Crisis management. 3. Police training.
4. Communications in law enforcement. I. Title.

HV8058.S55 2009

363.2'3--dc22

2009028060

To the men and women of the Louisville Metro Police Department's Hostage Negotiating Team with whom I have been privileged to serve for over twenty years. They have taught me much, some of it even having to do with crisis negotiations. There are among them a few whom I include as friends as well as colleagues: Lt. Denise Spratt (ret.), Lt. Ryan Wilfong and Officer Tim Stokes.

To countless colleagues, known and unknown to me, who like me, proudly call themselves "Crisis and Hostage Negotiators."

FOREWORD

Reflecting on over twenty years of law enforcement experience and nearly as many years of negotiation experience, I asked myself the question, “What leads to negotiation success?” I narrowed the answer to three principles. First, everything starts with fundamentals. The communication techniques, stratagems and ability to “close the deal” (problem solving) are the foundations that “pay off” in dividends to the negotiations team. Ask football legends like Bo Schembechler and Woody Hayes what led to success on game day, produced numerous All-American players and led to National Championship Teams. All attribute a key part of their success to the repetition of practicing/mastering the fundamentals. Lou Holtz said, “Fundamentals are everything.” Fundamentals produce results on negotiations, “game day.”

In his first training manual, *Communication in Crisis and Hostage Negotiations*, Dr. Slatkin eloquently laid out the basics of active listening skills, negotiation stratagems, analysis of personality, and training techniques to properly master the basic skills for negotiators of all levels. Experience has shown that basic fundamental skills are perishable like firearms techniques, driving principles and other practical-based concepts. A constant review and application of fundamentals in the negotiation world has produced successful resolutions and competent, skilled negotiators.

Second, constant, structured training must be focused on a specific learning objective to challenge and reinforce the fundamental principles of negotiations. Training must be challenging, as well as varied, to keep the interest of the team members. In *Training Strategies for Crisis and Hostage Negotiations*, Dr. Slatkin has again achieved success by presenting numerous training concepts geared toward the “trainer,” supervisor or team leader responsible for team training. What sets this

text apart from others is the wide variety of training principles and their practical application, as well as examining what a person in crisis might be thinking, feeling and doing during a critical incident. Concepts are geared toward negotiators, and supervisors as well as team command.

Third, is the ability to recruit, retain and lead the right people as negotiators and negotiation supervisors. In an ever-challenging law enforcement profession, a structured process, through background investigation, and the ability to attract persons of integrity, dedication, and tempered personality are crucial to the success of the team. As important are those with credibility and leadership abilities to lead the team during a crisis.

Dr. Slatkin's varied experience in a clinical setting, the military, law enforcement and corrections has given him unique credibility in both the "art and science" of hostage negotiations. This manual is practical, not strictly theory or solely based upon theoretical principles without application in the "field." He has been in the "trenches" of state penitentiaries, advised law enforcement during numerous hostage/barriade situations, and counseled numerous persons as a counseling psychologist.

Training Strategies for Crisis and Hostage Negotiations is a unique text, not a typical manual with a listing of scenarios. Dr. Slatkin is able to capture the "core of human behavior" and provide a wide variety of realistic, practical and imaginative training concepts, useful for law enforcement and corrections personnel. For the "trainer," negotiator, supervisor, or academy instructor, this manual will be an invaluable training resource. Although we can only gauge success at the conclusion of each individual incident, this manual will be put to the "test" in the classroom in order to achieve success in the field on "game day."

Lieutenant Ryan H. Wilfong
Commander, Hostage Negotiations Team
Louisville Metro Police Department
Louisville, Kentucky

PREFACE

T *Training Strategies for Crisis and Hostage Negotiations: Scenario Writing and Creative Variations for Role Play* was written for trainers who are tasked with providing role play, scenario-driven training that is challenging, novel, interesting, varied, and motivating. Not an easy task! Scenarios can be written in any number of ways and role plays have endless possible variations. If training is experienced by trainees as boring, superficial or not challenging we need to look to ourselves. We can learn from short story writers, for example, how to engage people in a story—a scenario is a short story, after all! Role play is tried and true—“the best there is” mode for training Negotiators. By approaching it with a creative eye, variations in the usual emerge at negotiating skill training from a number of different directions—this makes the learning more engaging, deeper and from multiple perspectives.

The book observes at training plans, goals and objectives; roles of Trainers, scenario writing; commonly seen Subjects and realistic guidelines for role players; creative variations for role play practice; and, feedback and evaluation. It is the creative use of role play that is at the heart of the book.

A.A.S.

INTRODUCTION

No one questions the value of training. There are lots of reasons why we train and everyone can recite them in the dark; I won't bore you with them here. What I have encountered lately though are groans about the sameness of the training for Negotiators, in particular. Typically (exclusively?), their training consists of running a scenario in which only the names have been changed to protect the guilty—a role play that most experienced Negotiators can do with their eyes closed. The complaints never question the essential value of role playing and acting-out scenarios—it simply is the best means of preparing Negotiator teams and is as close to the real thing as we can get. What would we do without it? What would we put in its place? The complaints I hear are that it has gotten boring! It has become tiresome and has affected team members' motivation on training day. They have become more closed down and given to automatism. They just go through the motions.

It is my contention that Negotiator training needs to have more challenge and variety without abandoning its two essential elements—scenarios and a role play. My intention here is to provide some tools for trainers—and more importantly, to stimulate their creativity. If they renew themselves they can't help but reenergize, reinvigorate and remotivate those they train. Their energy and passion about the subject can't help but affect others.

Some police skills are best taught and learned by repetition and drill. My focus here is on those skills that require flexibility, creativity, verbal facility, aplomb, intuitive response, strategic thinking and genuine engagement. You can drill some verbal negotiation techniques, but you can't drill how to put them together in a real world, life or death dialogue under highly stressful, unpredictable circumstances—the Subject, after all, has his or her own bent, which includes whether

or not to engage you at all, and if so, how. As a consequence, Negotiators must be flexible, fluent, creative, engaging, and persuasive. I don't think you can drill those qualities per se, but you can construct training exercises in which those skills are fostered, risked, reinforced, practiced, and allowed to fail or succeed—a hothouse environment. A hothouse is a place where the right temperature, light, humidity, etc., creates a climate for growth. Whether it is new approaches to the same and predictable or on-the-spot responses to the unforeseen and off-the-wall, it is a place and time where any and all can be tried out—opening up new solutions while developing those most desirable qualities we seek in Negotiators.

Again, my intention here is to stimulate thought and teach new knowledge and skills that trainers can use to become more resourceful and creative themselves; once challenged and fired up, they will develop training exercises that are innovative and challenging, but are firmly grounded in reality. Improved trainee motivation, attendance, engagement and the acquisition of new learning—with more depth and breadth—will follow.

Apart from the obvious good feeling trainers can take away from a well-received and effective training day, the pride of knowing their importance in developing others, teaching has another unspoken benefit and satisfaction—it is, and can be a wonderful way to organize and test aloud the trainer's own knowledge and understanding. It is thinking out loud in front of an audience. The Trainer is himself/herself challenged to stay current, master the material and deepen his or her own understanding.

Teachers who are passionate about their subject, who really believe in its value, and are creative in how they communicate it inspire them to be better, better still, even better, always better. Trainers have to be passionate beings, energetic and authentic—their passion for learning and teaching, their belief in themselves and their mission, shine through—lacking this trainers impart the erosive opposite. Trainees need to respect their trainers, who must earn it. Passion goes a long way in that direction. In all of the training and schooling I have gone through over the years (professional, military, and criminal justice), the learning experiences that were most satisfying, broadening and memorable were those associated with a passionate, creative and respected teacher/trainer.

Having said that, I do not think that a passionate teacher alone is enough, he or she is only one part of the equation. What of the student or trainee? They must meet the trainer and the material with an open mind and the desire to learn more—a broader and deeper learning experience. The *interaction* between a passionate trainer and a motivated trainee is the ideal learning encounter.

This book is intended particularly for law enforcement crisis and hostage negotiators—police Hostage Negotiation Teams (HNT) and Crisis Intervention Teams (CIT). It should prove to be of value also for officers involved in Community Oriented Policing programs, correctional officers, emergency medical personnel, and mental health practitioners—anyone who deals with people in crisis. They will all find some benefit from the skill-building practice exercises presented here. For those in fields other than law enforcement, who deal with the public and rely upon their verbal skills to mediate and help resolve conflict, the principles and practical exercises in this book can be used with a little cosmetic surgery to make them fit their unique settings and circumstances.

A unifying idea here is that *role play* is the medium best suited for teaching and learning how to “play well with others” and that a challenging scenario is where it is best played out. In *Training Strategies for Crisis and Hostage Negotiations: Scenario Writing and Creative Variations for Role Play* I have attempted to add to the knowledge about constructing scenarios that teach and challenge (more than entertain) and that make role plays even more powerful and enlivening. While I have included foundation material about the role of the trainer, the trainee, adult learning and the important process of evaluation, it is the creative use of role play that is at the heart of the book.

I have used the convention of capitalizing the first letter of the principal relevant titles, i.e., Negotiator, Subject, Team Leader, etc., so as to make them more readily visible in the text.

Arthur A. Slatkin, Ed.D.

CONTENTS

	<i>Page</i>
<i>Foreword</i>	vii
<i>Preface</i>	ix
<i>Introduction</i>	xi
 <i>Chapter</i>	
1. THE TRAINER	3
Trainer as Leader	4
Trainer as Expert	5
Trainer as Teacher	5
Trainer as Coordinator	6
Trainer as Facilitator	7
Trainer as Resource Manager/Librarian	8
Trainer as Forms Manager	9
Mental Health History Form	11
Intelligence Officer On-Scene Duties and Responsibilities Checklist	14
Trainer as Planner	15
Trainer as Observer/Evaluator	15
Trainer as Talent Scout	16
Trainer as Liaison	17
Creativity	17
The Trainer Evaluation Form	19
2. THE TRAINEE AND ADULT LEARNING	21
The Brain and Learning	23
Cognitive or Learning Style	24
Mental Functioning	25
The Trainee and Adult Learning Evaluation Form	28

3.	GOALS AND OBJECTIVES	29
	Introduction	29
	Training Plan	33
	Trainers	36
	Brainstorming: A Variation	38
	Sample Training Plan:	
	Martindale Metro Police Department	40
	Goals and Objectives Evaluation Form	49
4.	THE SCENARIO	51
	Introduction	51
	Scenario Writing 101	53
	The Short Story 101	54
	Plot and Conflict (Incident)	55
	Setting (Situation)	58
	Characters (Subjects)	60
	Sample Scenario One	64
	Sample Scenario Two	66
	Role Player Guidelines	71
	The Scenario Evaluation Form	80
5.	COMMONLY SEEN SUBJECT TYPES: GUIDELINES FOR ROLE PLAYERS IN CHARACTER	81
	Subject Types	81
	Personality Disordered Subjects	83
	Paranoid Personality Type	85
	Dependent Personality Type (Inadequate personality Disorder)	88
	Antisocial Personality Type	90
	Borderline Personality Type	92
	Seriously Mentally Ill Subjects	94
	Paranoid Schizophrenic Type	94
	Bipolar Type (Depression and Mania)	97
	Manic Type	98
	Alcohol or Other Drug-Impaired Type	98
	Suicidal Type	101
	Suicide by Cop	103
	Emotionally Overwrought Type	105

Post-Traumatic Stress Disordered Subject (PTSD)	106
Elderly Subject	110
Terrorist Subject	114
Stockholm Syndrome	116
Sample Role Player's Character Portrait:	
Hostage Taker	119
Commonly Seen Subject Types:	
Guidelines for Role Players in Character Form	121
6. TRAINING AIDS FOR ROLE PLAY	123
The Tri-Fold Screen	123
Audio-Visual Devices	124
Printed Matter	126
The Computer	128
The Situation Book	129
A Note About Role Players	130
A Training Room	131
Training Aids for Role Play Evaluation Form	132
7. ROLE PLAY: CREATIVE VARIATIONS	133
Role Play	133
A Traditional Law enforcement Role Play	134
Structured Role Play	135
Dyadic and Triadic Structured Role Play	136
What is Being Exercised	137
Stratagems	138
Creative Role Play Variations	141
Bait and Switch	141
Brain Streaming	141
Role Practice	142
Doing Me Wrong	145
Sliced and Diced	
(Targeted and Segmented Role Play)	146
Strategic Scripting	147
Here Comes the Coach	148
Renewable Resources	152
Not So Musical Chairs	153
Dodge Ball	153
Write or Wrong	154

What Did He Say????	154
The Other Side of the Coin	156
Brief Encounters	156
Play It Again, Sam	157
The Inner Negotiator	158
To Do or Not To Do?	159
How Do You Get to Carnegie Hall?	159
Yellow Fever	160
Connecting the Dots	161
Hey Sports' Fans	162
An Intelligence Test	163
Tag Team Match	165
Command Post Exercise (CPX)	165
Luck of the Draw	166
Sample CPX	167
The HNT Game	168
May the Circle be Unbroken	169
On the Spot	169
Drills	170
Eye Wash	171
Creative Variations in	
Role Play Evaluation Form	173
8. FEEDBACK AND EVALUATION	173
Introduction	173
Feedback	174
Feedback Guidelines	178
Evaluation	179
Negotiator	182
Police Department Training Evaluation Form	188
Audio-Visual Spectrum	190
Feedback and Evaluation	194
<i>Epilogue</i>	195
<i>Appendices</i>	197
<i>References</i>	213

**TRAINING STRATEGIES FOR CRISIS
AND HOSTAGE NEGOTIATIONS**

At my first call-out I carried a memo from the Chief of Police allowing me access to active incidents as an observer only (the early years). The first incident I was a part of involved a jumper on the major bridge artery that spanned the Ohio River from Kentucky to Indiana. It was rush hour and traffic on the bridge was halted in both directions. Police, fire and EMS responded. As I approached the bridge, I displayed "the memo" like a badge, and was allowed through the perimeter and up to the site of the suicide-threatener in the superstructure above. As the Negotiators attempted to talk the man down with a bullhorn, I was approached by a homicide detective in plain clothes, who, never having seen me before, asked who I was and what I was doing there. I showed him the memo which identified me as a psychologist. "A psychologist, huh? Can I talk to you? My ex-wife . . ."

And so, my first call-out was spent doing an on-the-scene marital and family therapy intervention. I had not even noticed that as we talked with our backs to the others, so as not to be heard, the Negotiators had talked the man down. Not a very auspicious start, however, ironically, exactly one year later to the day, the same Subject returned to the bridge and replayed the same melodramatic scene. By this point, I had made my creds and was able to offer some suggestions and assist in his recovery.

Chapter 1

THE TRAINER

The role of the Trainer on a crisis and hostage negotiating team is a key one, to state the obvious. As much or more than the Team Leader, the Trainer sets the tone for the team by making training a serious enterprise and demonstrating a model of professionalism by his/her planning, organization and execution. He or she may play any number of roles within that larger role as leader, expert, teacher, coordinator, planner, facilitator, resource manager/librarian, observer/evaluator, talent agent/developer, and liaison with other local, regional and national teams (municipal, state and federal). On a given day these roles within a role may be enacted separately or, more likely, simultaneously and in tandem. In any case, it is the trainer that makes the difference in the depth of the team—the difference between being just “good enough” and truly professional. Of course, the Trainer must work compatibly with the Team Commander and Team Leader—they must share most, if not all, of the same goals and objectives as well as a vision for the team.

Unfortunately, for most departments and agencies, the Trainer is rarely full-time in that role. It is a luxury few departments or agencies can afford. As a team assignment it is a heavy burden on top of anyone's regular, daily duties and responsibilities (reassignment or rotation should precede burnout). However, while in the role, the Trainer must still be energetic, creative, organized, planful, expert, an engaging teacher and a keen and critical observer, but most of all, a leader. To not be so, and not do so, he or she risks undermining or even negating all that they hope to impart. The Trainer, as much as the Team Commander and Team Leaders, sets the “tone.”

TRAINER AS LEADER

The team Trainer answers to the Team Commander and Team Leader(s), and ultimately, to the team members, but he/she is a leader nonetheless. Trainers lead by their performance, their use of self. They carry themselves and carry out their charge in ways that model professionalism. They set the tone for professionalism by providing training that engages, teaches, and encourages others to open-up to new learning and skills acquisition, challenge themselves, question, rethink and relearn. That is not to say that every class, every exercise, every scenario will score a home run—an impossibility—but that training succeeds more than it fails. A tall order in itself!

Over the years and in many varied settings, too many instructors have negated all that was to follow by introducing the material as questionable, admitting to their lack of preparation or real knowledge of the subject, or simply by script-reading.

In the first HNT training I attended, the curriculum included two days of instruction in abnormal psychology. As a psychologist, I looked forward to that extended block of instruction and listened intently. The instructors read from a script the material that had been prepared for them. They were not trained psychologists, but that was not my gripe nor their fault. My gripe was that they had not gone through the material beforehand to be clear about definitions of words they were to use nor had they dug into the material sufficiently to be sure they understood it well enough themselves to teach it to others; they had not asked questions themselves nor had they anticipated questions others might have so that they might get answers from someone who did know. As many times as they had taught the class, one might have expected them to be better prepared. In class when faced with questions they could not answer they simply faked it. They were intellectually lazy and were not adequately prepared. No one was well served by their bull.

Inadequate preparation shows through; the tone it sets is not likely to encourage anyone to pay attention must less value anything that may follow. Why should trainees value what the Trainer appears to devalue? Trainers provide leadership by being prepared in-depth to answer questions, defend or voice skepticism about the material (if any), encourage thought and discussion, and by following the script flexibly without reading it drily. Where a Trainer has not mastered the

material he should not teach it but should instead get someone who has more experience. Where the Trainer has not mastered the material, and cannot get an expert to teach it, he or she may present the material as an alternative in such a way that opens it up for discussion and opinion; questions raised in that context can then be submitted to a competent authority for follow-up; a less than adequate way but an honest one at least.

Trainers, to repeat an old saw, truly “lead by example.”

TRAINER AS EXPERT

It should go without saying that the Trainer is someone that novices, peers and experienced Negotiators should respect and regard for their experience and knowledge—their “creds” and smarts. And while that expertise may not be across the board (it can't), the Trainer should be recognized as an expert nonetheless. Where they are expert it goes without saying, they should allow their expertise to shine through; where they are less than expert, they should be “expert enough” to teach knowledgeably, recognize their limitations and freely acknowledge them. Script readers need not apply!

A dedicated Trainer should be driven by their own passion to become expert in the art and science of negotiation by seeking out the knowledge by reading, professional development and inquiry (ask the experts). Real experts are always striving to become more expert—there are degrees of expertise and “works in progress.” Of course, the expertise that comes from actual negotiation and other police and life experiences, and the ability to analyze and integrate the lessons learned from them, is essential and at the center of real expertise. “Those who can, do. Those who can, teach too.”

TRAINER AS TEACHER

What good is there in being an expert if you do not do something with it, something more than just basking in the title? Imparting that knowledge to others and inspiring them to strive for an expertise of their own is a higher calling. (Anyone who has taught, even a single