

- 1.0 LEARNING OBJECTIVE: The student will identify why police negotiate.
- 1.1 LEARNING OBJECTIVE: The student understand how Downs Vs. United States changed the way many hostage situations are handled.
- 1.2 LEARNING OBJECTIVE: The student will be able to define the term Hostage.
- 1.3 LEARNING OBJECTIVE: The student will be able to define the term Hostage taker.
- 1.4 LEARNING OBJECTIVE: The student will be able to identify the elements of a hostage situation.
- 1.5 LEARNING OBJECTIVE: The student will be able to identify the elements of a non-hostage situation.
- 1.6 LEARNING OBJECTIVE: The student will be able to define the term Negotiate.
- 1.7 LEARNING OBJECTIVE: The student will be able to define the term First Responder.
- 1.8 LEARNING OBJECTIVE: The student will be able to identify several response options open to the police at the scene of a hostage incident.
- 1.9 LEARNING OBJECTIVE: The student will be able to identify the purpose of First Responder Negotiations Training and why it is important.
- 1.10 LEARNING OBJECTIVE: The student will be able identify main reason why first responders are killed at critical incidents.
- 1.11 LEARNING OBJECTIVE: The student will be able to identify the only aspect of a crisis situation that they have absolute control over.
- 1.12 LEARNING OBJECTIVE: The student will understand the importance of safety at the scene of a crisis situation.
- 1.13 LEARNING OBJECTIVE: The student will be able to identify the characteristics that are necessary for an incident to be negotiable.
- 1.14 LEARNING OBJECTIVE: The student will be able to identify the four stages of a crisis incident.

- 1.15 LEARNING OBJECTIVE: The student will be able to recognize elements of the pre-crisis.
- 1.16 LEARNING OBJECTIVE: The student will be able to identify additional elements of the pre-crisis stage.
- 1.17 LEARNING OBJECTIVE: The student will be able to identify elements of the crisis stage.
- 1.18 LEARNING OBJECTIVE: The student will be able to identify initial actions that need to take place during the crisis phase of a critical incident.
- 1.19 LEARNING OBJECTIVE: The student will be able to identify important factors in assessing a critical incident in the crisis stage.
- 1.20 LEARNING OBJECTIVE: The student will be able to identify what the Accommodation / Negotiation Stage involves.
- 1.21 LEARNING OBJECTIVE: The student will be able to identify several different means of communicating with a hostage taker.
- 1.22 LEARNING OBJECTIVE: The student will be able to identify the importance of avoiding face-to-face negotiations whenever possible.
- 1.23 LEARNING OBJECTIVE: The student will be able to identify important of verbal containment
- 1.24 LEARNING OBJECTIVE: The student will be able to identify positive aspects of time.
- 1.25 LEARNING OBJECTIVE: The student will be able to identify negative aspects of time.
- 1.26 LEARNING OBJECTIVE: The student will be able to identify basic human needs that affect hostage negotiations.
- 1.27 LEARNING OBJECTIVE: The student will be able to prepare an initial contact statement.
- 1.28 LEARNING OBJECTIVE: The student will be able to identify other considerations or statements that should be made upon initial contact as a first responder.

- 1.29 LEARNING OBJECTIVE: The student will be able to identify why you should avoid eliciting demands as a first responder.
- 1.30 LEARNING OBJECTIVE: The student will be able to identify the importance of keeping a log of events.
- 1.31 LEARNING OBJECTIVE: The student will be able to identify why it is important to allow the hostage taker to speak freely.
- 1.32 LEARNING OBJECTIVE: The student will be able to identify words or phrases which indicate that you are listening, encouraging the subject to continue.
- 1.33 LEARNING OBJECTIVE: The student will be able to identify why you should speak slowly and calmly and how your tone of voice can be useful.
- 1.34 LEARNING OBJECTIVE: The student will be able to identify emotions the subject may display in a crisis situation.
- 1.35 LEARNING OBJECTIVE: The student will be able to identify several emotions and the labels that go with it.
- 1.36 LEARNING OBJECTIVE: The student will be able to identify why giving orders may escalate the confrontation.
- 1.37 LEARNING OBJECTIVE: The student will be able to identify why it is important to be as honest as possible.
- 1.38 LEARNING OBJECTIVE: The student will be able to identify why it is important to not offer the hostage taker anything.
- 1.39 LEARNING OBJECTIVE: The student will be able to identify why it is important to play down past events.
- 1.40 LEARNING OBJECTIVE: The student will be able to identify why it is important to ask questions if you are not sure what a statement means.
- 1.41 LEARNING OBJECTIVE: The student will be able to identify why talking about “everyday matters” are important.
- 1.42 LEARNING OBJECTIVE: The student will be able to identify what hooks are and why they are important.

- 1.43 LEARNING OBJECTIVE: The student will be able to identify why it is important to never dismiss a request as trivial
- 1.44 LEARNING OBJECTIVE: The student will be able to identify why it is important to avoid say no when possible.
- 1.45 LEARNING OBJECTIVE: The student will be able to identify things that are not negotiable in hostage negotiations.
- 1.46 LEARNING OBJECTIVE: The student will be able to identify things that are negotiable in hostage negotiations.
- 1.47 LEARNING OBJECTIVE: The student will be able to identify techniques for dealing with demands.
- 1.48 LEARNING OBJECTIVE: The student will be able to identify the importance of softening demands.
- 1.49 LEARNING OBJECTIVE: The student will be able to identify the importance of never setting a deadline for yourself and for never accepting a deadline.
- 1.50 LEARNING OBJECTIVE: The student will be able to identify why you should never make alternative suggestions to demands.
- 1.51 LEARNING OBJECTIVE: The student will be able to identify why it is important not to introduce outsiders into negotiations.
- 1.52 LEARNING OBJECTIVE: The student will be able to identify the importance of never allowing for the exchange of hostages.
- 1.53 LEARNING OBJECTIVE: The student will be able to identify why it is important to avoid directing frequent attention to the victims or hostages.
- 1.54 LEARNING OBJECTIVE: The student will be able to discuss the “Stockholm Syndrome” as it relates to hostage negotiations.
- 1.55 LEARNING OBJECTIVE: The student will be able to identify why using a first name is important in negotiations and how it can promote the Stockholm Syndrome

- 1.56 LEARNING OBJECTIVE: The student will be able to discuss ways to promote the Stockholm Syndrome.
- 1.57 LEARNING OBJECTIVE: The student will be able to identify why you should ask about suicide plans if you sense the possibility.
- 1.58 LEARNING OBJECTIVE: The student will be able to recognize suicide facts from suicide myths
- 1.59 LEARNING OBJECTIVE: The student will be able to explain reasons why suicidal people call for help.
- 1.60 LEARNING OBJECTIVE: The student will be able to indicate where suicide ranks among the top ten leading causes of death in the U.S.A.
- 1.61 LEARNING OBJECTIVE: The student will be able to identify the number of suicides carried out in the United States in 1998.
- 1.62 LEARNING OBJECTIVE: The student will be able to identify how often Americans committed suicide in 1998.
- 1.63 LEARNING OBJECTIVE: The student will be able to identify the top three leading causes of death for those 15 – 24 years of age.
- 1.64 LEARNING OBJECTIVE: The student will be able to list the ratio of female to male suicide attempts.
- 1.65 LEARNING OBJECTIVE: The student will be able to list the ratio of female to male suicide completions.
- 1.66 LEARNING OBJECTIVE: The student will be able to identify how many people each completed suicide intimately affects.
- 1.67 LEARNING OBJECTIVE: The student will be able to list at least ten (10) warning signs of suicide.
- 1.68 LEARNING OBJECTIVE: The student will be able to use the suicide flow chart.
- 1.69 LEARNING OBJECTIVE: The student will be able to discuss things that they can do when confronted with a suicidal person.

- 1.70 LEARNING OBJECTIVE: The student will be able to discuss things they should avoid when confronted with a suicidal person.
- 1.71 LEARNING OBJECTIVE: The student will be able to list questions they should ask in an evaluation of suicidal risk.
- 1.72 LEARNING OBJECTIVE: The student will be able to use the lethality checklist.
- 1.73 LEARNING OBJECTIVE: The student will be able to define “Suicide –by-Cop”.
- 1.74 LEARNING OBJECTIVE: The student will be able to list at least three (3) individual problems of people who attempt suicide by cop
- 1.75 LEARNING OBJECTIVE: The student will be able to identify reasons why a person may want to die but doesn’t want to do it themselves.
- 1.76 LEARNING OBJECTIVE: The student will be able to discuss previous “police connections” associated with suicide by cop.
- 1.77 LEARNING OBJECTIVE: The student will be able to list three (3) primary motivations for suicide.
- 1.78 LEARNING OBJECTIVE: The student will be able to identify three (3) immediate triggers influencing suicide or suicide by cop.
- 1.79 LEARNING OBJECTIVE: The student will be able to identify three (3) immediate thoughts of people who forced the police to shoot them.
- 1.80 LEARNING OBJECTIVE: The student will be able to identify at least seven (7) indicators that can tip you off that you may be in a suicide by cop situation.
- 1.81 LEARNING OBJECTIVE: The student will be able to list questions that a first responder or dispatcher can ask to determine if the situation is a potential suicide by cop call.
- 1.82 LEARNING OBJECTIVE: The student will be able to identify basic guidelines for handling a suicide by cop encounter.
- 1.83 LEARNING OBJECTIVE: The student will be able to list eight things to avoid during negotiations.

- 1.84 LEARNING OBJECTIVE: The student will be able to understand the importance of the resolution Stage.
- 1.85 LEARNING OBJECTIVE: The student will be able to identify why it is important to plan a surrender carefully.
- 1.86 LEARNING OBJECTIVE: The student will be able to identify the importance of briefing the crisis management personnel after turning negotiations over.
- 1.87 LEARNING OBJECTIVE: The student will be able to identify important things to remember as a first responder.