Step #	Recommended Actions
Step #1	❒ Maintain contact with informant(s) directly or know where they are. ❒ Fill in the First Notice Record Sheet, Form 1. ❒ Identify the Incident Commander and notify all personnel. ❒ Define the Operational Period Schedule, record start/finish times on Form 7. ❒ Identify the IPP, mark it on the map and protect it. ❒ Locate, interview people who might know the person(s) and happened. ❒ Fill in the Missing Person Profile, Form 2. ❒ Fill in the Incident History, Form 3. ❒ Identify the category of missing person(s); record on Form 2. ❒ Read the Lost Person Behavioral Statistics for that category. ❒ Carry out a Topography Analysis. Mark on map: • Any known hazardous locations. • Barriers to mark out the Initial Search Area (ISA). • Likely trails or travel routes in the Initial Search Area. • Any magnets in the Initial Search Area. • Check, modify ISA boundaries against the LPB distance travelled data. ❒ List the resources currently available and their status on Form 4. ❒ Carry out an Urgency Analysis using Form 5, and respond accordingly.
Step #2	❒ Carry out a Scenario Analysis; record likely scenarios on Form 6. • Identify the range of possibilities that might have caused the person(s) to become lost of overdue. • Consider "worse case" scenarios. • Identify highest risk scenarios. • Consider the potential that this is a result of a criminal act; List suspicions. ❒ Conduct mental "risk assessment;" Identify safety concerns.
Step #3	❒ Write down your mission Goal on Form 7. ❒ Read the Lost Person Behavior (LPB) Statistics for this category of person. ❒ Record searching/confinement/investigation Objectives on Form 7. ❒ Break down each Objective into Tasks. ❒ Prioritize all of your Tasks and give each a Task Priority number on Form 7.
Step #4	❒ Establish what resources are needed to meet each Task for the 1st Op Period. ❒ Record them on the Resources Sheet, Form 4). Note ETA if en route.
Step #5	❒ Designate the Command Post, mark location on the incident map, and notify all personnel. Locate yourself there. ❒ Make yourself clearly identifiable as the Incident Commander. ❒ Appoint people to fill subordinate roles as required. ❒ Designate needed Base Camp, Staging Areas, Helispot, and other facilities. Mark their locations on the incident map. ❒ Assign resources to Tasks, starting with the Priority 1 Task. ❒ Record the tasked resources as “assigned” on the Resources Sheet on Form 4.
Step #6	❒ Brief and deploy available resources to priority Tasks in accordance with your plan. ❒ Assign arriving resources to Tasks after check-in. ❒ Continue with the investigation (on and off site). ❒ Maintain resource status. ❒ Prepare a written brief using Form 8A. ❒ Debrief resources on return and keep a written record on Form 8B. ❒ Start thinking about what you are going to do next. Read ‘Continuing the Search – 1’ and ‘The Second Six Step Cycle’.

Blank Intentionally

Form # 1 **First Notice Record Sheet**		
Person Receiving Report:	**Date Received:**	**Time Received:**
Name And Contact Information Of Informant:		
Report Received By (telephone, person, etc.):		
Name Of Missing Person If Known:		
Date And Time Last Seen:		
Circumstances Of Loss:		
Initial Planning Point (IPP) Point Last Seen (PLS) or Last Known Point (LKP):		
What Does Informant Think Happened:		
What Does Informant Want Done:		
Instructions To Informant:		

INSTRUCTIONS, FORM 1

This is the form you use to record the information you are given at First Notice. You should write something in every box.

Remember that you may have to hand this form on to someone who takes over from you as Incident Commander – write down everything you are told.

Include full names, addresses and telephone numbers where appropriate.

The **informant** is the person who gives you the First Notice information.

Contact information means an address, telephone number or a location where the person can definitely be contacted. You may need to change this later if they move to another location.

Date and time last seen: Include the name of the person who saw the subject and any contact information you have for them.

Circumstances of loss: What the subject was doing, where they were, where they might have been going and whom they were with. Give any other known information, for example intentions and times.

Initial Planning Point: Circle PLS or LKP as appropriate. Describe the location in such a way that there can be no confusion as to where it is. Give a map reference if possible.

What does the informant think happened: Record any ideas that the informant has, otherwise write 'not known'.

What does the informant want done: This may cause the informant to provide information that they otherwise might not have done. Write down everything they suggest.

Instructions to informant: Write down exactly what you tell them so that they can be contacted if needed.

Form # 2
Missing Person Profile

Name:	M or F:	Age:

Address:
Physical Description:
Clothing Worn:
Equipment Carried:
Capability/ Health:
Habits/ Hobbies/ Interests/ Likely Activity:
Previous Relevant History:
Category:

INSTRUCTIONS, FORM 2

Use this form to build up a profile of the subject. You may not be able to fill in all the boxes from the information you have been given at First Notice. Each time you get another piece of information that helps to build up a profile of the subject remember to add it to this form.

Attach a picture of the subject if available.

Name: Record the subject's full name and any other names they are known by or would answer to.

Physical description: The minimum information required is height, weight, build, facial appearance (complexion, facial hair, if wearing glasses, hair color, length and style), general appearance and any distinguishing marks or features.

Clothing worn: Style, make and color of all clothing including footwear.

Equipment carried: 'Equipment' means items of personal gear or anything relating to the activity that the subject was undertaking. Include sufficient detail to make an identification if anything is found. Was the subject carrying money – how much? – or credit cards?

Capability / health: Record any known information, for example fit and healthy, any problems which could affect the distance the subject might travel, any medication taken regularly and if so have they got it with them, did they have full control of all their faculties, did they always behave rationally.

Habits / hobbies / interests / likely activities: Record any information available that might indicate what the subject might have been doing or where they might have gone.

Previous relevant history: Have they been missing before? If so, when was it, where did they go missing from, where were they found and what were they doing.

Category: There are twelve categories of Missing Person and you need to find the category which best fits the known information in this incident. Children and young persons are categorized by age, adults by mental state or activity. The categories are:

- Child aged 1 to 6
- Child aged 7 to 12
- Youth aged 13 to 15
- Despondents
- Walkways
- Alzheimer's
- Hikers
- Hunters
- Fishermen
- Climbers
- Skiers

Any adult who does not readily fall into one of these should be put in the category 'miscellaneous adult.'

Form # 3
Incident History

Incident Name:	**Operational Period #:**
	Beginning Date/ Time:
Incident Commander:	**Ending Date/ Time:**

Initial Planning Point (IPP):

New IPP: **Reason:**

Initial Story/ Circumstances:

Confirmed By:

Assigned Functions:

Investigation:
Family Liaison:
PIO:
Restat:
Sitstat:
Logistics:
Staging Area Manager:
Helispot Manager:
Other:

Further Developments:

INSTRUCTIONS, FORM 3

Record here the information that will help you to manage the incident.

Incident name: Use the incident or mission number if you have one, otherwise use the name of the subject and the date.

Initial Planning Point: Copy this from Form 1 and write PLS or LKP as appropriate.

New Planning Point: If the Planning Point changes then record the New Planning Point here; write PLS or LKP as appropriate and give the reason for the change in Planning Point.

Initial story / circumstances: Write down a brief version of what is written on Form 1.

Confirmed by: Has the information given by the informant been checked? Write down the names and contact information of all those people who can confirm what happened. Confirming the story could become part of your Investigation Objectives.

Assigned functions: Write down the names of any persons to whom you delegate one of these functions.

Further developments: Any major event or item of information which influences the search, for example a clue being found, the person being found elsewhere.

Form # 4
Resources Sheet

Resource	Status: Enroute, Assigned, Available, Out Of Service	Where From/ ETA	Available Until

INSTRUCTIONS, FORM 4

This is where you record information about resources. At the start of the incident, it is likely that there will not be much information to go on here; you will update it in Step 4 and make use of it in Step 5.

Resource: Give the name and the number of operational units the resource provides. This will help you to assign resources to Tasks in Step 5. Examples: Washington Explorers GSAR 6 units, Columbia River Search Team 2 units.

Status: This will change as resources arrive, are assigned to Tasks, complete their assignment and become available again. It must be kept up to date to reflect the current status of all resources. Options are:

'En route' means the resource has been requested and is on the way. It is not yet available for assignment. In the next column you need to record where it is coming from and when it will arrive– ask them when you call for them, and record their ETA as an actual time. An ETA of '1 hour' is of no use to someone else who may be allocating resources to assignments before their arrival.

'Assigned' means that the resource is currently assigned to a Task on Form 7. It is not available for assignment to another Task.

'Available' means that the resource can be given an assignment.

'Out of service' means that the resource cannot be given an assignment. It is either out of commission, resting after assignment or similar.

Available until: When you call for resources ask them how long they can stay. Record the information here. If nothing is recorded then it will be assumed that the resource can remain indefinitely.

Form # 5
Urgency Analysis Checklist

Name Of Incident:	Date And Time:
Urgency Analysis Done By:	

Question	Put a tick (checkmark) against the word or phrase which best represents the response to each question.		
How Many?	Solo Split Group	Not Known Any Other	Entire Group
How Old?	All Or Mostly Young All Or Mostly Elderly	Not Known Any Other	All Adult
Medical Condition?	Known Ill Or Injured	Not Known Any Other	Known Fit And Well
Equipped For Terrain?	All Or Mostly Ill Equipped	Not Known Any Other	All Or Mostly Well Equipped
Local Knowledge?	All Or Most With None	Not Known Any Other	All Or Most Familiar
Experience Of This Type Of Terrain?	All Or Most With None	Not Known Any Other	All Or Most Familiar
Terrain?	Contains Hazards Or Navigation Problems	Not Known Any Other	No Hazards Or Navigation Problems
Weather?	Past And Present Bad Forecast Bad	Not Known Any Other	Past And Present Good Forecast Good
Number Of Hits?	Any		
Urgency Rating?	Very High	High	Low
Suggested Response?	Respond Immediately With High Priority	Respond Immediately And Get More Information	Prepare To Respond

INSTRUCTIONS, FORM 5

- Form #5 consists of a number of questions down the left of the page. There are three sets of alternative answers to each question; you put a "tick" (checkmark or an "x") against the one that you think best fits the current incident. If you do not have that information or if none of the alternatives fits then put your "tick" in the middle column against 'not known' or 'any other.'

- When you have worked through all of the questions, count how many "ticks" you have put in each column. This is referred to as the number of hits for that column and you write that number on the row headed 'Number of Hits.'

- If there are any responses at all in the first column, i.e. with an Urgency Rating of 'very high', then that means that you have a very high priority incident with a very high level of urgency. You must respond immediately.

- If there are no hits at the 'very high' rating then whichever of the other two columns has the larger number of hits gives you the suggested level of urgency for the incident. A suggested response is given on the line below your number of hits.

- If the Urgency Rating that you get is 'high,' the suggested response is 'respond immediately and get more information.' This is because there are too many questions on the Checklist that you do not know the answer to at the current time. You must collect more information to fill in the gaps. That extra information could cause the urgency to change to 'very high,' and so you must be prepared for that to happen.

- There is nothing wrong with increasing the Urgency Rating to a level above that indicated by the Urgency Analysis if you feel that it would better reflect the situation. It is, however, dangerous and not advisable to reduce the Urgency Rating.

- Always remember that the level of urgency may change at a later stage when further information becomes available.

Form # 6
Scenario Analysis Record Sheet

No.	Scenario Details	Likelihood
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

LEGEND = Likelihood: Write in whichever abbreviation you think best fits each scenario.

VL = Very Likely L = Likely A = Average U = Unlikely VU = Very Unlikely

INSTRUCTIONS, FORM 6

A scenario is a plausible story that describes what might have happened and which fits in with the known facts. You will use your scenarios to help you plan where to search and where to locate confinement.

Scenarios should ideally be done with the active participation of someone who knows the area. Bear in mind what the informant has told you about what they think has happened. Scenarios should:

- Be real possibilities.
- Fit in with the Missing Person Profile.
- Fit in with Lost Person Behavior information.
- Indicate where the subject might have gone.
- Be written down on this form.

Write down any scenarios you think have some possibility of describing what has happened to the subject. You should aim for at least three. You can write them down in any order.

Each scenario needs to be given a 'likelihood rating.' This is a measure of how likely you think it is that this scenario describes what actually happened. Use the abbreviations at the bottom of the sheet. Be realistic. Base your likelihood rating on what you have been told about the subject and Lost Person Behavior information.

Form # 7

Incident Action Plan - Mission Goal and Objectives

Goal	First Operational Period	
	Start Time	Finish Time

Objective	Task	Task Priority	Resource Assigned	Task Completed & Resource Debriefed

INSTRUCTIONS, FORM 7

This form is your Incident Action Plan for the First Operational Period. Its purpose is to identify what you are going to do and who is going to do it.

Goal: ‘Find Sally’ or ‘find Sally by midnight.’

Complete the remainder of the form a column at a time starting from the left.

Objective: An Objective is a general description of what you need to do to meet your Goal. There are three types of Objective:

- Search Objectives,
- Confinement Objectives, and
- Investigation Objectives.

Search Objectives and Confinement Objectives will relate to your scenarios, Lost Person Behavior information and marks you have made on the map. Investigation Objectives could include getting information you need for the Missing Person Profile, checking for anyone who might have seen them or getting some kind of specialist advice. Examples are:

- **Search Objectives -** ‘search the river,’ ‘search the roads,’ ‘search the buildings.’
- **Confinement Objectives** – ‘check for anyone walking on the roads east and south of the Initial Search Area,’ ‘check for people moving north of the river.’
- **Investigation Objectives** – ‘find out if the subject used public transport,’ ‘complete the Missing Person Profile,’ ‘interview all the people who visited the facility yesterday afternoon,’ ‘check the family’s and friends’ homes,’ ‘check with persons working in the surrounding area to see what they saw.’

Task: A Task is an assignment that can be given to a resource unit. Each Objective needs to be divided into a set of Tasks. Examples are:

- The **Search Objective** ‘search the river’ could be **divided into the Tasks** ‘search west along the south bank from the footbridge by the campsite to the first road bridge,’ ‘search for objects in the water’ and so on.
- The **Confinement Objective** ‘check for anyone walking on the roads east and south of the Initial Search Area’ could be **divided into the Tasks** ‘drive the road from the crossroads at 926517 to the junction with Hwy 17 and back every half hour,’ ‘drive all the roads between the crossroads at 926517 and Packwood,’ and so on.
- The **Investigation Objective** ‘find out if the subject used public transport’ could be **divided into the Tasks** ‘talk to the bus company,’ ‘check with local taxi operators’ and so on.

Details of exactly what each Task entails will be given when the resource unit is briefed.

Task priority: All the Tasks need a priority number that establishes their relative importance, starting with 1 for the highest priority, then 2 and so on. Refer to the scenario likelihoods and decide how important you think any information might be that might come out of the investigation you want to do.

Resource assigned: Write in the name of the resource assigned to this Task.

Task completed and resource debriefed: Initial this column when the resource has been debriefed after completing its assignment.

Blank Intentionally

Form # 8 - A
Briefing Checklist

Information To Share With Searchers Prior To Deployment:

- ❑ **Incident summary, including:**
  - Subject description, and lost subject profile;
  - Actions to date;
  - Clues found;
  - Terrain;
  - Weather;
  - Safety;
  - Press;
  - Family;
  - Actions to take if subject found;
  - Rescue and medical plans.
- ❑ **Assignment.**
- ❑ **Type of subject to base tactics on (mobile/responsive, mobile/unresponsive, immobile/ responsive, immobile/unresponsive).**
- ❑ **Transportation to and from assignment.**
- ❑ **Needed personal equipment.**
- ❑ **Needed team equipment.**
- ❑ **Team and base radio call signs.**
- ❑ **Radio frequency(s) and telephone numbers.**
- ❑ **Expected time of return.**
- ❑ **Where and to whom to report upon return, for debriefing.**

INSTRUCTIONS, FORM 8-A

This is a checklist of information to share with the resource unit before deployment.

Write down what you tell them and keep a copy for the debriefing.

Assignment details:

- If possible provide them with a marked map.
- Make sure that they know exactly what to do:
  - Where to go.
  - Boundaries and limits.
  - How to accomplish the Task.

Form # 8 - B
Debriefing Checklist

Information To Obtain From Searchers Upon Their Return.

Note: **Recommended information be documented in writing, and on incident map.**

- ❑ **Searchers present at debriefing.**
- ❑ **What was assignment.**
- ❑ **Time began.**
- ❑ **What was actually accomplished.**
- ❑ **Time completed.**
- ❑ **Location and status of any clues located.**
- ❑ **Search difficulties or gaps in coverage.**
- ❑ **Hazards observed in the area.**
- ❑ **Communication problems.**
- ❑ **Suggestions, ideas, or recommendations for future actions.**

Note: **Update "Restat Function" as to searchers new status.**

INSTRUCTIONS, FORM 8-B

This is a checklist of items that need to be covered at a debriefing. Debrief the resource unit as soon as possible after they return from their assignment. Do it face to face. Refer to the information they were given at their briefing. Write down what is said.

What did they accomplish:

- Did they cover the entire area they were given?
- Which parts were not covered? Mark them on the map.
- How likely were they to have seen the subject had they been in that area? – Use a scale of 0 to 10 (0 means no chance at all of seeing them, 10 means absolutely certain to have seen them).

Initial Form 7 when the debrief is complete.

Update the status on Form 4.

Blank Intentionally